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ABSTRACT

The last phase of this three-phase study involved an off-campus inservice education class for home economics teachers and a summer workshop. The class was conducted in four locations within the state, and enrolled 58 persons including county home economics supervisors, vocational supervisors, and home economics teachers. Course requirements were made relevant to the individual participant and to his work setting. The major product of the summer workshop was five curriculum guides: (1) Child Care Services, (2) Clothing and Textile Services, (3) Institutional Food Services, (4) Homemaker Services, and (5) Orientation to the World of Work. The guides are not included in this report; however, copies are available through the State Department of Education. A course outline for the off-campus class, questionnaires, and other supplementary materials are appended. Phases I and II are available as VT 002 431 and VT 010 022, respectively. (CH)

ED035736

GAINFUL EMPLOYMENT IN HOME ECONOMICS

PHASE III

A. Off-campus Class on Gainful Employment

B. Production of Five State Curriculum Guides

1857

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Agnes Fenster Ridley

The Florida State University

Tallahassee, Florida

STATE DEPARTMENT OF EDUCATION

Project No. 569–18

July 1, 1968 – June 30, 1969

THE FLORIDA STATE UNIVERSITY
TALLAHASSEE 32306

June 1, 1969

SCHOOL OF HOME ECONOMICS
DEPARTMENT OF HOME ECONOMICS EDUCATION

Dr. Carl W. Proehl
Assistant Superintendent
Vocational, Technical and Adult Education
State Department of Education
Knott Building
Tallahassee, Florida 32304

Dear Dr. Proehl:

In accordance with the terms of Project No. 569-18, Gainful Employment in Home Economics, Phase III, the following report is submitted. The report includes a short summary of each of the three phases of the study which covered the period from July 1, 1966 - June 30, 1969.

The final report should serve as an informational summary to the more elaborate discussions in each of the two preceeding reports and to the five state curriculum guides in various areas of gainful employment in home economics. It is anticipated that each guide will serve as an aid to quality teaching-learning situations in vocational education.

Thank you for the opportunity to contribute to our program in the State of Florida.

Sincerely,

Agnes F. Ridley

Agnes F. Ridley, Associate Professor
Home Economics Education

AFR/sg

ACKNOWLEDGMENTS

Acknowledgments are due a great number of individuals who have made these last three years ones of professional satisfaction and fulfillment. The leitmotif of remarks will be to pay tribute to cooperating groups and individuals.

The investigator is sincerely grateful to Miss Frances Champion for her excellent and continuous support of this study. She has cooperated in all aspects of the study and much credit is due her for making the study possible.

Sincere appreciation is extended to Miss Allie Ferguson who contributed greatly to the study through ideas, attitude and active participation in each phase over the three year period. Her tenacity has made some extra aspects of the study possible.

The support of Dr. Carl Proehl added incentive to the study. His standards of quality in vocational education motivated procedures in the three years and are reflected in the contributions of his staff as well as in teachers and supervisors of the state.

Mrs. Jeanne Brinkley's efforts to expedite the publication of the curriculum guides will always be remembered. Her cheerful and cooperative attitude contributed to all efforts.

The efforts of Dr. Anne Buis and Dean Hortense Glenn to facilitate the three year study were supportative and were appreciated by the investigator and others concerned with the project.

As usual, the Florida teachers and supervisors of home economics performed beyond criticism. The investigator only has praise for their performance in the production of the guides.

Appreciation is extended to all research and graduate assistants who cooperated in every way possible to further the work of Phase III.

The investigator is grateful to her husband, Bryan Ridley, for his long hours of work to prepare with precision each of the numerous graphs that are included in the reports of Phase I and Phase II.

Mrs. Shirley A. Gurney deserves an extra vote of confidence since she unselfishly retyped all five of the guides so that they could be published. The retyping was originally designated as a part of the work by the State Department of Education.

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Mrs. Mae Hayes
Miss Cecelia McLean
Mrs. Inez Mack
Mrs. Ruby Miller
Mrs. Catherine Robertson
Miss Zula K. Trotter
Mrs. Mary Trull
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CHAPTER I

SUMMARIES OF PHASES I AND II

Summary of Phase I

Purpose

Phase I was concerned primarily with the occupational opportunities assessment in the field of home economics knowledge and skills and with the utilization of this information in experimental programs in the State of Florida. More specifically, the three phases of the study included the identification of job characteristics and competencies by means of a survey, the development of non-detailed curricula for present and emerging occupational fields, the education resources development and education of selected teachers, the implementation of curriculum in cooperating schools and the production of a state guide on gainful employment in home economics in the secondary schools of Florida.

The purposes of Phase I (July 1, 1966 - June 30, 1967) of the study were the following:

1. To identify occupations and job titles in Florida that require home economics knowledge and skills;

2. To estimate the present number of employees and the annual entry opportunities;

3. To determine job characteristics such as salary, minimum age, labor law and union restrictions, required education and experience, licensing and certification;

4. To cluster occupations and job titles for which common technical educational needs exist;

5. To identify competencies needed in each cluster of occupations.

Delimitations

This study was limited to the following:

1. Employment opportunities and characteristics of occupations within Florida which utilize home economics knowledges and skills below the college level.

2. Job titles of the following occupational categories:

I. Child Care Services

II. Food Services

a) Bakeries
b) Caterers
c) Hospitals
d) Nursing homes
e) Schools

III. Clothing and Textile Services

a) Bridal shops
b) Clothing stores
c) Women's apparel shops
d) Cleaners
e) Laundries
f) Linen services
g) Fabric stores
h) Sewing machine stores

IV. Housing and Home Furnishings Services

a) Drapery stores
b) Equipment and/or furnishings stores
c) Furniture stores
d) Refinishing shops
e) Upholstery businesses
f) Floral shops

V. Home Service Occupations

a) Child care workers
b) Companion aides
c) Family food service workers
d) Special clothing service workers
e) Household service workers
f) Consultant service workers

3. Occupational job titles which were not performed by professional home economists. In most instances, the job titles were performed by aides who worked under supervision.

4. Businesses listed in telephone directories of the following twelve counties in the State of Florida: Bay, Brevard, Collier, Dade, Escambia, Hernando, Leon, Marion, Monroe, Orange, Palm Beach and Taylor.

5. Hotels, motels and restaurants were not included in this study since the information is available through The Florida Study of Vocational Education and since, in the State of Florida, training for these occupations is lodged administratively in the vocational area of Trade and Industries.

Procedure

For the purposes of the study, a tentative free-response questionnaire was developed by the Occupational Consultant in Home Economics Education[1] to obtain the required raw data.

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[1] Miss Allie Ferguson, Occupational Consultant, Home Economics Education, State Department of Education, Tallahassee.

The format of the instrument was adapted for use in home economics from a questionnaire devised by Sims, in 1966, in which job titles, opportunities and competencies of agricultural occupations were identified.[1] Because of the enormity of the task of compiling the data, the questionnaires were programmed for data processing. Interview Form I was developed to record responses related to general information concerning the business establishments. Interview Form II was developed for information on each separate job title related to home economics knowledge and skills in each of the business establishments.

The interview form for obtaining information on home service occupations was revised and adapted for data processing from an instrument prepared by the Home Economics Education Section, Division of Vocational, Technical and Adult Education, State Department of Education. The questions were concerned with characteristics and availability of jobs related to home service occupations. Information concerning occupation of the head of the household, major source of family income and education of the head of the household was collected as a measure of socio-economic status. The McGuire-White Short Form of Social Status[1] was used to determine the level of the three classes: low, middle and upper.

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[1] Dr. Leon A. Sims, Director of Planning in Vocational, Technical and Adult Education Division, State Department of Education, Tallahassee.

The yellow pages of the Telephone Directory of Tallahassee were explored in order to identify the number of potential employing agencies which conceivably might utilize home economics knowledge and skills. The potential employing agencies which totaled 369 were placed arbitrarily in categories. Of the 369, 47 were identified as hotels and motels and 67 as restaurants and various eating establishments. Since several agencies had surveyed hotels, motels and public eating places, it was decided to avoid any duplication of effort and expense by accepting the figures from the recent surveys; hence, about one-third (114) of the number was deducted from the Tallahassee total to compensate for the hotels, motels and restaurants. The sample of ten per cent of the present and potential employers to be interviewed were drawn by means of systematic random sampling from counties that represent the tentatively identified state geographic and population areas.

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[1] Carson McGuire and George D. White, "The Measurement of Social Status, A Research Paper in Human Development No. 3 (revised)" (Department of Educational Psychology, The University of Texas, 1955), pp. 1-11. (Mimeographed.)

The principal investigator appeared on the program at the 1966 State Teachers Conference where the research project was explained in detail. At the conclusion of the presentation, an opportunity was extended for teachers to indicate their willingness to assist with the interviews in the twelve counties. The names of the volunteers were drawn randomly for each county according to the number of interviewers required.

A copy of information on interview techniques prepared by Dr. Leon Sims,[1] Research Coordinating Unit, State Department of Education, was furnished each interviewer. In addition to the information on interview techniques, the interviewers received completewritten instructions on procedure from the principal investigator. They were also informed that any interviewer could call collect any day or night if she had questions concerning any part of the interview.

The completed interview forms were mailed to the principal investigator where each was checked for accuracy and completeness. The questionnaires were sorted and cards were keypunched for future use with the computer.

Information related to the job titles was obtained from 814 usable questionnaires answered during 483 business interviews which constituted an 83 per cent return of the original sample. Interviews for the four occupational classifications numbered 34 for child care, 113 for foods, 161 for clothing and textiles and 175 for housing and home furnishings. The characteristics and employment opportunities of 69 specific job titles were listed in the twelve selected counties in Florida. The sample size for specific job titles ranged from 1 to 68.

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[1] Sims, loc. cit.

Frequency tables for characteristics and employment opportunities for every job title were prepared. The data were analyzed by percentages only for those job titles with a sample of 5 or more for child care services, 8 or more for food services, 9 or more for clothing and textiles services and 17 or more for housing and home furnishings services. The data were also summarized for each of the four categories and presented in graphic form. The clusters were presented by means of a large chart. All of the questionnaires, forms, clusters and summaries can be found in the report of Phase I.*

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*A copy may be obtained by writing to Dr. Agnes F. Ridley, Sandels 110, The Florida State University, Tallahassee.

Summary of Phase II
July 1, 1967 - June 30, 1969*

The information obtained from the survey conducted during Phase I indicated that the opportunity for employment which utilized knowledge and skills derived from the field of home economics was great. But even though the need for trained workers has been established, a teacher who is capable of conducting the class must be located. In order to educate the employed teachers for conducting classes in gainful employment a seminar was convened on the campus of The Florida State University, July 10 - 28, 1967. Over one-hundred teachers and supervisors responded to a letter relative to their interest in attending the seminar. Of the seventy who were eventually issued formal invitations, fifty-nine attended for the three weeks of intensive in-service education.

General Description of the Seminar

Purpose

The general purpose of the seminar was to furnish direction for home economics teachers and supervisors who were interested in, and, who expressed a need for, classes in gainful employment. More specifically, the objectives were the following:

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*A copy may be obtained by writing to Dr. Agnes F. Ridley, Sandels 110, The Florida State University, Tallahassee.

Cognitive: (1) To present factual information on gainful employment in home economics.

Affective: (2) To develop attitudes, appreciations and understandings of gainful employment in home economics.

Psychomotor: (3) To involve the participants in all aspects of the seminar.

Procedure for Seminar

The procedure for the seminar was divided into three parts: (1) pre-preparation; (2) seminar; (3) post-seminar. The pre-preparation consisted of drawing detailed plans for each session of the seminar during a conference session in December 1966, attended by the principal investigator, the director and the occupational consultant in home economics in the State Department of Education. An advisory board was formed and the seminar plans and program were submitted to each member for his or her suggestions. The final plans were formulated after revisions which included suggestions from the Advisory Board.

Evaluation

A checklist for procedures was compiled after a thorough investigation of rule books, leadership booklets, workshop manuals and guides for conferences, seminars, institutes and clinics. The checklist was submitted to representatives of the state and university levels who were known leaders in the field of in-service education. Revisions were made in line with their suggestions. The final copy of the checklist was utilized to evaluate procedures for the planning and conducting of the seminar.

Methodology

Evaluative questionnaires were developed after consultations with a statistician and the computing center programmer for guidance in validity and form. The questionnaires were submitted to a committee for evaluation as to structure content, clarity and purpose. Revisions were made incorporating their suggestions.

For clarification in the report, the questionnaires were identified in the following categories:

1) Pre-post questionnaire: This instrument was designed to compare ninety responses of knowledge, understandings and attitudes toward gainful employment before and after instruction in the seminar. Twenty-four terms were specified which formed the basis to determine the significant cognitive learnings gained during the seminar. The significant affective learnings were measured by the difference in responses of "strongly agree," "agree," "undecided," "disagree," and

"strongly disagree" by such individual participant to the same sixty statements before and after the seminar. The cover sheet of the pretest consisted of ten questions pertaining to background information of the participants. The cover sheet on the posttest consisted of ten questions designed to obtain the opinions of the participants regarding the effectiveness of the total seminar program.

2) Weekly summary: This questionnaire consisted of ten questions designed to allow the participants to express their opinions of the weekly activities and learnings.

3) Daily evaluation: This questionnaire consisted of seven questions that were structured for participant evaluation of each morning and afternoon session regarding the importance of content and method of presentation. The investigator was cognizant that some sessions combined two different topics and/or methods which limited the validity of this instrument.

4) Daily Sheet, open-end: This sheet contained three questions by which the participant could express his opinion of each session within structural limitations. It served a dual purpose: (1) encouraged involvement of every participant every session, and (2) provided information and guidance for the pilot program. Space for suggestions was included for suggestions for improvement of the seminar.

5) Final Evaluation: This questionnaire of twenty-six questions was an adaptation of the U. S. Office of Education evaluative device developed by CONPASS.[1] It was structured to measure the total effectiveness of the seminar in knowledge and skills, presentations, organization, emphasis and proportion of time in the opinion of the participants.

Administration of Instrument

Each questionnaire was coded by number. Each participant selected one number at random which designated her questionnaires for the session. The anonymity of the respondents was necessary to encourage maximum objectivity. The pre-post test was administered the first day of the seminar and repeated on the final day of the seminar.

Copies of the daily questionnaire were numbered consecutively for each session and the weekly questionnaire attached to the last page with numbers continuing in sequence. The evaluative instrument then totaled 80 questions. It was distributed to participants at the Monday morning session and collected at the Friday afternoon session of each of the three weeks that the Seminar was in session. For each session, two participants assumed the responsibility of distributing, collecting, summarizing and the reporting of the daily open-end type of questionnaire. The final evaluation was attached, and numbered in sequence, to the posttest. It was administered the final day of the seminar. A copy of each of the evaluation forms may be found in the appendix of the report of Phase II.*

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[1] CONPASS, Contract No. OEC 2-6-001006-1005, Report on the Arts and Humanities Institutes of 1966 by Donald J. Gray (Washington, D.C.: By the Office of Education, 1966), pp. 1-4. (Pamphlet.)

Treatment of Data

The pre-post test questionnaire data were recorded on IBM answer sheets and tabulated by The Florida State University Testing Center. The IBM cards were submitted to the computer and analyzed at the .05 level of significance by the paired t test. The results showing the level of significance were presented at the end of each statement to facilitate identification of significant learnings.

The data from the daily, weekly and final evaluations were recorded on the IBM answer sheet and a value analysis was made by The Florida State University Testing Center. Descriptive data were summarized by frequency distribution and/or percentages presented in tables and graphs.

Data from the open-end questionnaire were summarized and reported daily to the group. A few selected pertinent comments were included in the study; otherwise, the questionnaire data were not reported. The sheets (approximately 1770) were filed by session for further investigation by the pilot program curriculum committee.

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*A copy may be obtained by writing to Dr. Agnes F. Ridley, Sandels 110, The Florida State University, Tallahassee.

CHAPTER II

OFF-CAMPUS CLASS: GAINFUL EMPLOYMENT IN HOME ECONOMICS

Reasons for Class

An off-campus class, HEEn 468, offered through the Office of Continuing Education, was granted special scheduling privileges since it was a portion of the research grant. During the time that the Seminar convened on campus, the class which was to carry three quarter hours of credit and was to extend over the school year, was explained to the fifty-nine participants in the Seminar. Of the fifty-nine participants, forty-six teachers and supervisors responded affirmatively to an invitation to enroll in the class. Two sessions were held on evenings following the last two days of the Seminar in order to provide the teachers with necessary instructions on class assignments which would be initiated at the beginning of the public school year and prior to the fall quarter at The Florida State University.

The primary objectives of the course were to extend the learnings acquired in the Seminar and to assist with the actual implementations of classes in gainful employment in the secondary schools in Florida. Another prime purpose was to test and to collect materials in a structured program for possible inclusion in the curriculum guides to be produced in a workshop the following summer. Because of the paucity of printed information on gainful employment in home economics, it seemed that a course designed to produce and disseminate materials in wage-earning would be most beneficial to those teachers engaged in conducting one or more such classes. In addition to directing activities of the teachers in the most meaningful channels, the class members were furnished ideas for experiences, references, and teaching aids for their students.

In one instance, structured lesson plans together with subject matter were distributed and tested on personal development, clothing selection and general grooming for men.[1]

Sections

Four sections of HEEn 468 convened in various locations in the state: Jacksonville, Panama City, Orlando and Ft. Lauderdale. A detailed description of the class was mailed to all of the county home economics supervisors, vocational supervisors, and participants in the Seminar as well as all teachers of wage-earning classes in home economics in Florida. The Communication also carried an invitation to enroll in the class, if interested, but teachers of on-going and anticipated wage-earning classes were definitely encouraged to enroll.

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[1] Mary Jo Peck, "Structured Lesson Plans for Three Concepts in Orientation to the World of Work" (unpublished Master's thesis, School of Home Economics, The Florida State University,) June, 1968.

The Jacksonville Center had an enrollment of twenty-three; Orlando Center had twenty; Ft. Lauderdale had nine; and Panama City had six. The initial as well as subsequent continued enrollment was greatly affected by the state-wide teacher strike which lasted most of the year. Some schools were closed at the time of the first center meeting and schedules of all of the participating schools had been interrupted at some time during the year. Each section of the class conducted at least one session in a vocational school so that the facilities could be utilized in demonstrations and in teaching. The Ft. Lauderdale section met in the new Sheridan Vocational School where the director conducted a guided tour of the facilities and explained the programs. The teachers were presented with packets of materials so that students in wage-earning classes could be urged to continue in a two-year program at the vocational school.

Procedure

The teachers were furnished with a structured outline with various branches for HEEn 468 so that each could select from several alternatives to meet requirements for her particular situation. (See Appendix.) Some requirements were for all enrollees but other requirements had several tracks which could be followed to further individual goals in relation to wage-earning classes. If the enrollee was an instructor for an ongoing class in wage-earning, she was required to work with two copies of the non-detailed curriculum guide that was developed after the seminar. In each of the two copies she was to enter an account of additional student activities, evaluation devices, objectives, generalizations and references that she had utilized in her class sessions. If she followed suggestions in the guide, she was to comment on the outcome; if she used some modification of the suggestions, she was to record the modification and give a constructive evaluation of the activity. One copy of the non-detailed curriculum guide was to serve as her final examination paper; the other copy was for her personal file. The copies which were sent to The Florida State University served as a basis for developing the guides in the summer workshop.

Each teacher also taught from three to five structured lessons that were developed by the graduate assistants who were affiliated with the research project. The lessons were complete with even the "chatter" or subject matter included. Evaluation devices were included for each part of the lesson for the teacher and for the students. Visual aids either accompanied the lesson plans or detailed instructions for preparing the aids were included in the packet.

Over one hundred reams of paper were expended in the dissemination of lesson plans, teaching aids, information on methods, bibliographies, subject matter, attitude messages, and bulletin board ideas. Hundreds of transparencies were also developed and distributed. In addition, the teachers were invited to request information on any subject, have any visual aid prepared for them, have references on a topic located, and/or have any test or evaluation device developed. Communication was constantly streaming from the University to the teachers and from the teachers to the University. Many requests appeared to be unusual but all were answered in a more or less satisfactory manner.

Another assignment was the development of from three to ten complete lesson plans with a fifteen minute explanation of the general lesson and a display or demonstration of the teaching aid or aids. In order to refresh memories on various methods and techniques and to add a few new ones, each teacher was assigned a specific method or technique. She was free to select the subject matter since she was urged to use the lesson plan in her classroom prior to the presentation to the members of the off-campus class. A copy of each lesson plan was required to be distributed to each member of the class. Discussion followed the presentation on alternative uses for the method and lesson plan.

Since reading material on methods and techniques is generally limited in the secondary school libraries, a paper consisting of over forty pages discussing the various methods and techniques was distributed to the teachers. The paper presented definition, use, advantages and disadvantages of each method and technique of teaching. Ideas for use of the methods and techniques were listed. If a teacher did not judge the information on her assigned technique to be adequate, she could request, and was subsequently sent, additional remarks or articles on the subject.

Still another assignment was the presentation of two ideas or references related to wage-earning by each member of the class. These ideas and references were compiled from all four sections and were distributed to all members of each center. The reference list and the idea list were utilized in the production of the guides. The teachers were also given an opportunity to relate to the class members the way in which they had used the reference and/or the ideas.

In addition to assignments, the instructor presented materials by means of illustrated lectures on topicsrequested by the teachers. Topics such as slow learners, gifted learners, large classes, discipline, attitudes, motivation, and many others were presented and a questioning period followed the presentation. Problems were presented by various members of the class and teachers offered suggestions for solutions from experience or ideas for possible courses of action the teacher might take in a certain situation. Examples of a number of representative materials appear in the appendix. One teacher noted that by actual measurement she had obtained four inches of materials.

Hundreds of teaching aids which included flannel board materials, bulletin boards, flip charts, graphs, transparencies, mobiles, and various visual aids were distributed for use by the teachers in their classrooms and for them to copy if they desired. The only requirement was a written explanation in the form of an evaluation.

Each class period also had time reserved for exchange of ideas and exhibit of any and all references. If the teachers deemed the material useful, the printed material was returned to the campus, reproduced and later distributed to each teacher in each section of the class.

CHAPTER III

SUMMER WORKSHOP

Leadership

The principal investigator was also director of the summer workshop to produce state curriculum guides in gainful employment in home economics. The numerous details necessary for an efficient and productive workshop were completed months prior to the July 10-28 sessions. The co-directors were Mrs. Ava A. Gray from the University of Arkansas who was director of the seminar the previous year and Mrs. Jeanne Brinkley, Occupational Specialist with the Home Economics Section of the State Department of Education. The three who comprised the leadership team met for one week prior to the workshop to review all plans and to complete any unfinished arrangements. The excellent cooperation of Miss Frances Champion, State Director, and Miss Allie Ferguson, Assistant State Director, was utilized on numerous occasions during the workshop and the publication of the guides.

During each seminar session, coffee and donuts were available so that the "breaks" could be kept to a minimum of fifteen minutes. This arrangement allowed groups to "break" at a logical time and all would not require facilities at the same time. The starting, ending and lunch periods were kept constant. Arrangements were made for groups to accompany consultants to an interior decorating shop, a dry-cleaning establishment and others. The individual group arranged the date and time of the tours at the convenience of the group and the consultant with special consideration for this information in the development of the particular curriculum guide. Night and library sessions were decided at the discretion of a particular group. All arrangements were directed toward a friendly and cooperative atmosphere in order that all energies could be expended in the production of a useful guide.

The consultants were asked to join the group when the concepts had been identified and to react to the concepts from the standpoint of one actively engaged in the business. If the area of employment was related to two guides, the consultant was asked to confer with each of the groups; for example, catering was considered in institutional food service as well as in homemaker services. Each consultant returned for a conference the last week of the workshop in order to review the curriculum guide and to offer suggestions for additions, deletions and revisions.

On Thursday before dismissal on Friday, the three leaders, together with two other members from the Home Economics Section, State Department of Education, prepared a buffet luncheon for the participants. Members of the State Department of Education and the School of Home Economics were invited to the buffet. The buffet menu, preparation and clean-up were planned according to rules and regulations in the institutional food services curriculum guide in order that the luncheon also could be a learning experience as well as a social gesture.

On the last Friday, Miss Frances Champion, Director, Home Economics, State Department of Education, furnished the teachers with a brief summary of plans for the publication of the guides. Instructions and other pertinent information related to the guides and the workshop were summarized by each of the leaders of the workshop.

Participants

The invitations to teachers and supervisors to participate in the production of the five state curriculum guides in home economics were extended by the Home Economics Section, State Department of Education. The first list consisted of names of teachers and supervisors who had attended the seminar, had been enrolled in the off-campus course and had taught at least one class in wage-earning. The second list was composed of teachers and supervisors who conformed to any combination of the three criteria mentioned above. Of the nineteen participants, only two were selected from the second list; seventeen (90%) were in the primary list of invited participants. A list of the participants appears in the report of Phase II.

Groups

A single curriculum guide for gainful employment in home economics was envisioned in the early planning stages of the three-year project. However, it became apparent during the off-campus class that a single guide would exceed two thousand pages. The decision to produce five state curriculum guides with the following divisions was finally reached: (1) Child Care Services, (2) Clothing and Textile Services, Housing and Home Furnishings, (3) Institutional Food Services, (4) Homemaker Services, and (5) Orientation to the World of Work.

The working groups were composed of teachers who had special abilities, experiences and interest in the area of a particular guide. Some few teachers were requested to be in one group part of the time and in another group for a number of sessions. The leaders joined groups who needed assistance and the remainder of the time, they rotated among the groups. The director was often involved in details with materials, facilities, supplies and with auxillary personnel.

As materials were produced, copies were typed and distributed to members of the group for their revisions, corrections and additions. The office staff of secretary and graduate students were constantly behind schedule with typing and assembling due to the voluminous productions of the five groups. One graduate student was assigned the task of preparing illustrations of teaching aids for inclusion in the guides.

The five curriculum guides were edited and the final typed copies were submitted to the State Department of Education for publication. Copies are available from the State Department of Education, Tallahassee Bank and Trust Company, Tallahassee, Florida.

APPENDIX

THE FLORIDA STATE UNIVERSITY
SCHOOL OF HOME ECONOMICS
DEPARTMENT OF HOME ECONOMICS EDUCATION AFR/F'67

REQUIREMENTS FOR HEEn 468

1. Each student will either make a file or add to the one which she started last summer at the Seminar.

2. Each student will be required to contribute two or more ideas for use in gainful employment classes. These are to be reported orally, but a written copy must be given to the instructor so that all ideas can be duplicated and distributed to all members of the class. (Be sure that your name is on your idea so that you will be given credit.)

3. Each student will be required to contribute two or more materials or references. (Same stipulations as above.)

4. Each student will be required to present written reactions of not more than two pages to the assigned articles.

5. Each student will keep a notebook which will be turned in as her final examination. These will not be returned since we must keep final examinations and since your ideas will serve as aids for developing the Guide on Gainful Employment. If you wish to keep a copy of your work, please make a carbon. Keep the papers which are distributed in class in your personal notebook.

6. Each student will select the plan which she considers most advantageous for her.

7. Each student will teach at least one structured lesson which will be distributed.

PLAN I (For teachers who will develop the Guide for next summer's workshop.)

1. Teach at least one class in gainful employment.

2. Keep a record of the
   - (a) concepts
   - (b) methods
   - (c) teaching aids
   - (d) complete list of references, books, pamphlets, films, scripts,

   - (d) tests, etc.
   - (e) copies of tests

3. Use non-detailed curriculum guide for your notes - you will need two copies.

PLAN II

1. Teach a unit of two or more weeks on gainful employment.

2. Keep a notebook of
   - (a) concepts
   - (b) lesson plans with concepts, objectives, methods, references
   - (c) copies of at least ten tests - these can be from 10-15 minutes in length and need not be paper and pencil type tests
   - (d) teaching aids

3. Present to HEEn 468 one lesson which you used with your students. The plan must be complete and you must furnish each member of the class with a copy.

PLAN III

1. Teach ten structured lessons to your class or classes on gainful employment. Have classes evaluate lesson according to a form which will be distributed.

2. Keep a notebook on reactions of students to structured lessons and anything that you think about the structured lesson. You will receive a form for this evaluation.

3. Prepare two lesson plans for use in gainful employment. Present this lesson briefly to HEEn 468 class. Must have lesson plan complete with visual aids. Must have a copy of the lesson plans for each member of the class.

PLAN IV

1. Prepare ten lesson plans complete with teaching aids. Present these to HEEn 468. Have a copy for each member of the class.

PLAN V

1. Any other plan upon which you and the instructor agree.

2. Supervisors will develop a plan which will be of comparable value.

THE FLORIDA STATE UNIVERSITY
SCHOOL OF HOME ECONOMICS
AFR/67-68 DEPARTMENT OF HOME ECONOMICS EDUCATION

LESSON PLAN
FORM

STUDENT ______________________________

ADDRESS ______________________________

DATE ______________________________

Area:

Level:

Concept or Title:

Objectives (Behavioral):

Generalizations:

Assigned Method:

Introduction (outline full presentation of lesson; can write all of lesson in detail if preferred):

Teaching aids: (Describe and/or draw illustrations. Give directions and drawings so complete that someone else can duplicate your teaching aids. You must have a full size aid to display plus a drawing.)

How are you going to involve the students? (If you state that you are going to involve them by discussion, give a list of discussion questions.):

What evaluation device is to be used to determine the effectiveness of your teaching?

References:

CONCEPTS AND GENERALIZATIONS*

Concepts:
1. Definition:
    - A. Is a thought, an opinion, or an idea of what a thing is in general.
    - B. A big idea, or all you know, think, or feel about something.
2. Characteristics:
    - A. Varies with individuals.
    - B. Simple to complex.
    - C. Seldom developed quickly.
    - D. Understanding increases with related experiences.

Generalizations:
1. Definition:
    - A. Statement supported by beliefs, facts, or experiences which shows relationships.
    - B. Underlying truth, has universality, indicates relationships between principles; facts based on experiences.
2. Levels of:
    - A. First: description, identification, classification.
    - B. Second: relationships, comparisons.
    - C. Third: Explain, justify, interpret, predict.
3. Phrases helpful in forming generalizations:
    - A. -- contributes to --
    - B. -- is dependent upon --
    - C. -- are influenced by --
    - D. -- is related to --
    - E. -- will be enhanced by --
    - F. -- is affected by --

Some guide lines for using concept approach:

1. What generalizations do you want to teach.. link to objectives.
2. Set up objectives; decide what you want to teach.. organize course around big ideas.. formulate generalizations and identify concepts in each.. develop experiences to teach idea.. students formulate own generalizations.

*Compiled from material from Miss Lucy Lang, Dr. Aleene Cross and other sources.

Ways to Improve Generalizations

1. Eliminate value words (pretty) and vague words (some).
2. Avoid arbitrary statements.
3. Check on the support for the statement (is it factual or an opinion?)
4. Note whether it promises to remain true for the forseeable future.

WAYS OF TEACHING THESE STUDENTS

Mrs. Ava Gray
July 12, 1967

To begin a discussion of the ways of teaching youth for employment which uses the knowledge and skills of home economics, let's look first at some research and viewpoints cited by educational leaders. All of us are keenly aware of the advice given by the news media in proclaiming the necessity of education for youth and how to achieve the best results. I have selected a few concepts and research findings which seem to give clues or indications for effective teaching.

In recent educational literature two assumptions have been made concerning the subject matter taught in any specific area of learning. One assumption is that in each field there is a body of knowledge that even the least informed citizen should know. In the field of home economics this body consists of both principles and processes. A second assumption is that this body of knowledge must be highly selected and organized to promote exactness of learning if future thinking, feeling and acting are to be adequately influenced.

For many years, some teachers have labored under the supposition that the ability to learn in a precise manner and the ability to retain this learning cannot be achieved except by a small portion of students. Recent research findings are pointing to a different conclusion. Writing in the Newsletter published by the National Commission on Teacher Education and Professional Standards, Dr. Paul M. Allen explained, "The psychological concept that motivation stems from basic drives and is demonstrable in the subject as it seeks satisfaction to a psychological or physiological imbalance is proving to be erroneous There is increased concern with exploratory behavior (curiosity drive) and the motivating potential of the situation. Challenging situations, rather than simple means for security satisfaction, are preferred even by rats when choices are provided." Some professional leaders believe that many of the so-called slow learners would not have been so handicapped had they been exposed to excellent teaching from their first day in school.

Dressel and Mayhew's (1954) study indicated that learning which helps students to develop the ability to analyze, synthesize and evaluate occurs only when there are many experiences - discussion, laboratory and other - in many parts of the curriculum devoted to these objectives.

White (1959) in a research study "Motivation from Positive Affect," suggested the method of building upon self-discovery as a means of creating interest in learning material. He noted, "In thus enhancing curiosity we may be building on a basic drive, the need for the feeling of efficacy . . . Curiosity, exploratory behavior, manipulation and general activity bring man in contact with his environment and make him more competent to deal with it."

Bruner (1960) pointed out that an important goal for education is to develop in the student an interest in what he is learning with an appropriate set of attitudes and values about "intellectual activities in general." To create this attitude, we need to increase the inherent interest of the materials taught by giving the student a sense of discovery and by translating what we say in terms appropriate to the student."

Joseph D. Lohman in an article, "Expose - Don't Impose" mentioned several ideas relative to the instruction of middle class values to the disadvantaged student. One suggestion was to begin a program for these students which pin point the specific middle class values that are necessary for their competence in our economic system and to emphasize that their command of these will help them in the future without threatening or violating the primary values of their family. Mr. Lohman explained, "It is the actual or implied criticism of his way of living, his home, his very being which so demoralizes the non-middle class student."

In discussing pressures on disadvantaged youth, Dr. Arthur Pearl, Associate Director, Center for Youth and Community Services, Harvard University, made this statement, "One of the interesting results of a recent experiment in programmed learning reveals that I.Q. does not truly indicate how much a person can learn but how fast he can learn. Experiments with programmed learning in physics and chemistry indicate that a person with an I.Q. of 80 can learn just as much as a person with an I.Q. of 140, although it may take a person with a low I.Q. a much longer time. (Incidentally, when tested a year later, the low I.Q. student who had invested more time in learning, scored higher than the high I.Q. pupils.") Dr. Pearl believes that instead of homogeneous grouping we should move to team teaching which uses the abilities of the students. He noted, "We have had team learning for a long time, but we have called it cheating. All students should work together to help each other learn instead of working to beat the system. The effectiveness of this type of learning has been proven in scores of experiments, particularly those conducted by the Army."

Dr. Strom in the pamphlet, The Tragic Migration, gave some pertinent suggestions to ways of teaching. In pointing out that people differ in their preference of style of learning, Dr. Strom indicated that it is evident that some students make the switch to authoritative learning easily, while others remain committed to the spontaneous type of learning which employs trial and error, experimentation and idea modification. Dr. Strom magnified this idea by saying, "Empirical data seem to indicate that many things, though not all, can be learned more effectively and economically in creative ways than by authority."

Dr. Ralph Tyler, in discussing American education's role in the future, explained that, "The kinds of flexibility, adaptability and continued learning required demands not only memorization of facts but understanding of basic concepts and the development of an adequate value system, as a basis for shaping action, and directing thought and feeling."

Many writers have suggested that disadvantaged students need teachers who shower them with love. Dr. Pearl disagrees vehemently as he writes, "That love given so promiscuously is known in the streets as prostitution." He states, "It is not love the disadvantaged student needs so much as honest respect."

I will summarize the research findings and viewpoints I have mentioned to see if there may be cues or indications for effective ways of teaching.

1. There is a body of knowledge in home economics that is valuable to all students.

2. Information must be selected and organized.

3. Exactness of learning is necessary to affect changes.

4. Challenging situations are preferred by learners (even rats).

5. The ability to analyze, synthesize and evaluate requires many learning experiences.

6. Build upon self-discovery as a means of creating interest.

7. An interest in learning with an appropriate set of attitudes and values is a goal of education.

8. Translate subject matter into thought terms appropriate to the student.

9. Pin-point the specific middle class values that are necessary for economic competence.

10. Encourage students to develop a linguistic flexibility for communication.

11. Do not require students to drop language habits that are typical of their environment.

12. I.Q. indicates how fast a person can learn.

13. Students should work together to help each other learn.

14. People differ in their preference for style of learning.

15. Many things can be learned in creative ways.

16. Flexibility, adaptability and continued learning are required.

17. Facts, basic concepts and an adequate value system are necessary to work with others intelligently and humanistically in today's world.

The teaching of facts, rules, principles, concepts and generalizations must be thorough if it is useful in determining or influencing behavior. Since this is very time consuming the choice of content or subject matter should be carefully selected and organized. Many educators believe that subject matter organized into concepts with supporting generalizations facilitates learning and retention.

In teaching the content or subject matter there should be a variety of experiences - reading, field trips, laboratory, viewing film strips, use of resource persons, symposiums, and others. Discussions that follow these experiences should help the students analyze, synthesize and evaluate the subject matter.

The information should be broken down into "bite size" pieces for study. Students will need time for drill and memorization of facts and rules. There should be experiences which show the relationship of main ideas. This may be done by skillfull questioning, by helping students to summarize and by making applications.

It should be remembered that challenging situations are preferred by learners. Consider teaching the relationship of microorganisms to sanitation. Would the students be stimulated to see cause and effect from a simple laboratory experience such as a drop of water from a dirty glass placed in a culture medium? Examination of slides under a microscope with identification and classification of microorganisms would strengthen the understanding. Will this bring up sanitation laws and practices? Independent study and individual projects may grow out of a class experience such as this.

Many educators believe that basic concepts should be taught so that they have a spiralling effect. For instance, the principle of egg and milk cookery applied to preparation of meats to build the concept of protein cookery; the principles of heat application to protein tied to laundry and pressing principles; the psychology and techniques of grooming learned in home economics classes interpreted in relation to appearance on the job.

Trust, respect and rapport between the teacher and students are necessary ingredients of a healthy climate or classroom atmosphere conducive to learning. I have found that driving along the highway with a student to make a home visit give the opportunity to exchange ideas in a relaxed manner, to laugh together, to grow to know each other in a different setting.

These students may need a model to emulate. Value changes may be inspired when students find it possible to effectively "relate" to the teacher. The importance of this was brought home to me the first year I taught. After wearing a bright bow of ribbon in my hair, fifty bows appeared the next week!

(I counted them). Are the values we hold and our habits of behavior worth emulating by our students?

Do you provide opportunities for students to learn from each other, to work together to attack a problem? I visited a school recently when small committees were giving reports in child development. Each committee member had read independently. As a committee they had pooled their information and developed a visual aid. One or more students presented the material. Another student wrote the summary of the main points on the chalk board.

What are the so-called middle class values that all students need for job competency? Are these values found in the information and skills taught in home economics? Dr. Robert's recent research study showed that former home economics students believe that etiquette, grooming, proper make up, pleasing personality, cooperative attitudes, intelligent conversation and the ability to get along with others are competencies learned in home economics which are contributing to their success in employment.

Cartoons, case situations, puppetry, skits, minute dramas, short stories, pictures, films, film strips, brainstorming, role playing and others are methods teachers have found effective in teaching values. In using the various methods, the teachers' objectives are to assist the student in (1) recognizing her values, (2) examining values to see if they are in harmony with her goals, (3) developing acceptable ways of expressing those values, (4) learning to be consistent in exhibiting values, and (5) becoming aware of her own hierarchy of values.

The use of creative methods should help the student develop some insight into her behavior and how it affects others. These methods may enable students to try out different ways of behaving and to practice acceptable behavior skills. In order to use the different techniques effectively the teacher needs to understand the purposes, advantages and limitations of each method. Then she needs to develop skill in using them. Methods vary in difficulty. The Illinois Teacher reported in Volume 5, Number 3, that after experimenting with teaching values in home economics classes the teachers concluded "that case situations, short stories, brief skits that could be read or listened to by students seemed the simpliest for both teacher and students to use. Film strips were found to be easier than films because they too could be re-examined as often as necessary. Role-playing appeared to be the most difficult, but also, the most rewarding, if well done.

Does every teacher of wage earning have an obligation to assist students in developing acceptable patterns of speech? Not only the Negro, but also Indians, Puerto Ricans, Cubans, Mexicans and white students from under-developed areas suffer from this handicap. It is estimated that the total number may be as many as 20 million.

Some writers have suggested that teachers might explain to students that the use of "standard English" can be compared with owning and wearing different clothes. One puts on a dress for school and slacks or shorts for recreational activities. Similarily, one uses a different language for work than she does at home or at play.

What methods do you suggest for helping them overcome speech difficulties? I wonder if a tape record of a class report might be used to pick out pronunciation difficulties. Would the praise and encouragement from class members and the teacher by the continuing stimulant for achieving competency?

May I conclude by saying that there are so many exciting and creative ways of teaching. These different ways of teaching promote effective thinking, feeling and acting in the learner. It is up to each of us to become ever more skillful in the tremendous job we have to do -- educating students for wage earning.

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BEHAVIORAL OBJECTIVES

Definitions:

1. Behavior: refers to any visible activity displayed by a learner (student).
2. Terminal behavior: refers to the behavior you would like your learner to be able to demonstrate at the time your influence over him ends.
3. Criterion: is a standard or test by which terminal behavior is evaluated.

STATING OBJECTIVES IN BEHAVIORAL TERMS

Words Open to Many Interpretations -

1. To know
2. To understand
3. To really appreciate
4. To appreciate
5. To fully appreciate
6. To grasp the significance of
7. To enjoy
8. To believe
9. To have faith in

Words Open to Fewer Interpretations

1. To write
2. To recite
3. To identify
4. To differentiate
5. To solve
6. To construct
7. To list
8. To compare
9. To contrast
10. To test
11. To analyze
12. To count
13. To state orally
14. To demonstrate
15. To number
16. To draw
17. To shorten
18. To verify
19. To record
20. To illustrate
21. To label
22. To summarize
23. To rank
24. To conclude
25. To expand
26. To interview
27. To name
28. To interpret
29. To make
30. To outline
31. To classify
32. To rewrite
33. To enumerate
34. To categorize
35. To question
36. To tabulate

Characteristics:

1. Identify the terminal behavior by name; you can specify the kind of behavior that will be accepted as evidence that the learner has achieved the objective.
2. Try to determine the desired behavior further by describing the important conditions under which the behavior will be expected to occur.
3. Specify the criteria of acceptable performance by describing how well the learner must perform to be considered acceptable.

Behavioral Objectives: Points to Remember

1. An instructional objective describes an intended outcome rather than a description or summary of content.
2. One characteristic of a usefully stated objective is that it is stated in behavioral, or performance terms that describe what the learner will be doing when demonstrating his achievement of the objective.
3. The statement of the objectives for an entire program of instruction will consist of several specific statements.
4. The objective that is most usefully stated is one that best communicates the instructional intent of the person selecting the objective.

Questions to Ask about Objectives:

1. What will the learner be provided?
2. What will the learner be denied?
3. What are the conditions under which you will expect the terminal behavior to occur?
4. Are there any skills that you are specifically NOT trying to develop? Does the objective exclude such skills?

SUMMARY:

1. A statement of instructional objectives is a collection of words or symbols describing one of your educational intents.
2. An objective will communicate your intent to the degree you have described what the learner will be DOING when demonstrating his achievement and how you will know when he is doing it.

3. To describe terminal behavior (what the learner will be DOING):

    a. Identify and name the over-all behavior act.
    b. Define the criterion of acceptable performance.
    c. Define the important conditions under which the behavior is to occur.
4. Write a separate statement for each objective; the more statements you have, the better chance you have of making clear your intent.
5. If you give each learner a copy of your objectives, you may not have to do much else.

HANDLING TYPES OF PEOPLE

Mrs. Flora Conger
July 17, 1967

You will find it helpful to keep a specific person in mind as you read the following paragraphs. Notice that we have left parentheses following the headings; insert the initials of a person you know who comes under that heading; for instance, The Sensitive Worker (L.K.). Keep him in mind as you read along -- and notice, too, that he does not fall entirely into any one group.

The Sensitive Worker ( )

We are all "touchy" about certain things. But we call a man a "sensitive" worker when we really mean he is over-sensitive. The sensitive worker is quick to catch the painful implications even in remarks not intended as insults.

1. Your attitude is important and should never be condescending. Be soft-spoken with such a worker.
2. Don't issue orders -- instead phrase your instructions as requests and suggestions. For instance, "How about taking this down to the storeroom?"
3. Watch your group's reaction to him and be ready to repair the damage they do in rubbing him the wrong way. He's hard to hold on the team.
4. Take time with his complaints. He will magnify any sign of unfairness; frequently appeals decisions.
5. Don't kid him -- he can't take it. Even casual teasing, by you or others, may be brutal to him.
6. Reprimands should be light.
7. Be sympathetic toward his problems.
8. Remember that the sensitive worker's suggestions are often very good. He responds well to praise and is good on detail.

The Slow Worker ( )

Slowness may be due to either of two reasons: the man may be very thoughtful and careful; or he may simply be slow thinking and dull.

1. Be patient.
2. Give the slow worker more time between instructions and the carrying out of orders; it takes him longer to adjust. In other words, let him know as soon as possible what he is expected to do. Avoid giving him several assignments at the same time.
3. Talk slowly when addressing him, especially when you're giving instructions. Watch his facial reactions and listen carefully to his comments to determine whether you ought to repeat your instructions or expand on them.
4. Be very careful how you handle his complaints and suggestions. He has given thought to the matter; don't give him a hasty decision. Some supervisors make it a practice to tell the deliberate man who brings up a problem that they need time to think it over.
5. There is something about the deliberate man that encourages respect for his opinions. When you want to get something across to your group, make a special effort to get his agreement.
6. With the dull man, be careful to show consideration. Show respect for his opinions and suggestions; he reaches them painfully and clings to them. Let him down easily.
7. A dull man can be very sensitive to suggestions that he's backward; watch that inference.
8. Make your orders, instructions, explanations simple and clear for the dull man. Use many illustrations.
9. Always check whether the dull man understands; keep a sharp eye on him when he begins something new.
10. Give the dull man a second opportunity before warning or bawling him out.
11. When the slow man does a job at a little better than his normal speed, he is making a special effort. In his case this calls for a word of praise.

The Timid Worker ( )

It is easy to reduce a timid worker to complete ineffectiveness. But handled right, this kind of employee can be very useful. Generally, of course, he will not be found among the salesman but is more likely to be in an operation or office job.

1. It requires considerable encouragement to bring out his suggestions and to get him to speak up on complaints.
2. Don't be tough on him; keep an eye on the group to see how they get along with him.
3. Approach him with calmness.
4. Keep in mind that timid persons often have a habitual feeling of insecurity. Make an effort to find out what work situations alarm such people most. He may be an excellent fellow to use on detail work and as little as possible on contacts.
5. In giving instructions, be sure you're understood. The timid worker is often too shy to ask you to repeat. In this respect, most of us have a touch of this guy in us.
6. Give him a hand as he starts new work, and step out of the picture only when you feel he's gotten up steam.
7. Emphasize the team idea: always speak of "we" and "us." Remember he's slow to get to know people; check his knowledge of how others fit into the team.
8. Don't assign jobs requiring a lot of initiative and the making of decisions. If he must make decisions, expect him to lean heavily on you.
9. Be sure to praise him particularly for overcoming difficulties himself and for using initiative. These require real effort on his part.

The Careless Worker (   )

Everybody is careless from time to time. But here we are dealing with habitual carelessness. The causes of carelessness may be (a) distraction - always thinking of something else; or (b) plain lack of interest. The first type is harder to handle.

1. If the worker is disinterested, you may have to give him more responsibility to arouse interest in the job. If that fails, you may have to reassign him.
2. He's not good on details. His work needs more than usual inspection.
3. When you talk to him, be sure you have his attention and hold it. Check his understanding of instructions.
4. Be firm; give clear, direct, detailed orders. Indecision would be weakness on your part.

The Bold Worker (   )

This type can be your "best man" or your "worst headache." It depends on how you match your firmness against his boldness.

1. He usually responds to the request type of order rather than the direct order.
2. Watch out for rashness, ill-considered action, carelessness, tactlessness and their effects on the team.
3. Be calm, he's apt to over-respond.
4. Reprimand quietly, be business-like, matter-of-fact, watch your temper, avoid arguments and always give him a chance to save face. He may be the kind who has to have the last word; try ending with finality - turn and walk away.
5. He can be kidded, but in a man-to-man fashion. Appeals should be directed to his good sense.
6. Give him enough work and responsibility. He can be a bad case of idle hands.
7. He's a good man to lead off a change, but watch his methods closely.
8. Handle his complaints with speed.
9. Never flatter; don't overpraise.
10. Help him plan. Lack of planning is usually his big weakness.
11. Don't go out of your way to ask his opinion unless you really want it.

The Lazy Worker (   )

Laziness may be due to fatigue or lack of interest. If the worker is physically tired, the only answer is rest. Sometimes fatigue is mental, due to emotional upset. You can rarely do anything about that yourself - unless you are responsible for it. But if he's disinterested:

1. Try to correct the situation by reassignment, more responsibility or putting color into his job.
2. You can kid this fellow, appeal to his self-respect.
3. Provide him with worthwhile goals; emphasize the opportunities of competition.
4. Always give direct, clear orders. Be tough about holding him to minor responsibilities - that's his weak spot.

5. Make him think; ask his opinion.

The Stubborn Worker (   )

Some people are inclined to meet every new idea with opposition. The stubborn worker is the man whose first inclination is to say no.

1. Don't argue, try to make him think it's his idea, then criticize it a little. Make him defend it, or sell him a series of facts keyed to his viewpoint.
2. Use the request type of order most of the time. But sometimes a direct order with a show of authority is necessary.
3. Be very consistent - and let him know your immovable position.
4. This man doesn't work well with others. You will have to make a special effort to sell him on the team idea. Once he gets it, he's one of its best members.
5. Try emphasizing goals and competition. Once he gets started he'll go through.

THE INSTIGATION OF BEHAVIOR

HOE 466 (Application of the theory to teaching) AFR/11/68

Behavior is instigated by two main methods: opportunity and imposition. Certain reactions tend to accompany each of the methods. Almost always a positive reaction accompanies opportunity and a negative reaction accompanies imposition. However, it is generally the blending of both instigators that produces the best results. All "opportunity" is threatening in that it tends to give a student a feeling of insecurity and all "impositions" may lead to a "don't care" attitude.

Imposition produces an emotional reaction while opportunity does not. We do not respond with emotion when we are free to act, to select, or to purchase if we so desire. But since imposition is accompanied by emotion it can be used as a motivating factor. Simple impositions often evoke us to retaliate, to repay, to resist or to escape.

The first simple response we receive from unqualified imposition is No! An invitation is generally accepted; a command is usually refused. Use the following phrases to students: "it's time to --," "you forgot," "something different today," "a surprise," "secret," and "guess what you are going to get to do."

The teacher who wishes to instigate behavior can challenge students by stating that "some of you who are more mature or who have interest in this area may want to read this outstanding book;" "if you have _____ magazine at home read -----," "when you have finished _____, you may _____," "let's see who can _____," "if you would like to try this _____," "I don't think you can do this but you may try," "if you do this, it will benefit many people."

If a teacher will structure the main parts of the unit and then allow students to select or to suggest dates, procedures and other requirements to fulfill the purposes of the unit, she will be giving the students the opportunity to make decisions relative to their learning. Few of us resent imposition if it is coupled with opportunity.

METHODS AND TECHNIQUES FOR TEACHING EXCEPTIONAL CHILDREN

HEEn 468 AFR/67-68

Special education for exceptional children is recognized as an integral device within the total framework of the American public education system in every state. Special education is a service for the child who deviates physically, mentally, or socially to such a degree that he cannot derive an optimal education from the regular school program. (18) Included as exceptional children are the mentally retarded, the slow learner, the underachiever, the socially handicapped, and the physically handicapped child.

At the present time home economists are concerned with incorporating education for gainful employment into home economics curriculum. Methods and techniques for teaching exceptional children are being sought for use in wage-earning classes in home economics. Some of these methods and techniques are presented here with the hope that they will stimulate the reader to further develop techniques that can be profitably implemented when teaching wage-earning classes.

MENTALLY RETARDED

Mentally retarded people may be grouped into three classifications: moron or educable, imbecile or trainable, and idiot or mentally deficient. A moron or educable person is an individual whose IQ is somewhere in the range of 50-75. He has low intelligence but is considered educable to some extent. The imbecile or trainable person, is an individual with an IQ of 20-50, is dependent upon other people for support and supervision throughout his life. He is not educable, but is considered susceptible to training. On the lowest end of the continuum is found the idiot or mentally deficient individual. His IQ is below 20 or 25. He requires custodial care all of his life. He is not trainable nor educable.

Many mentally retarded people lack the common experiences associated with maintaining a job. Learning comes basically from concrete experiences and on a non verbal level. Continuous repetition and reinforcement are required in the learning process. Mentally retarded individuals have limited ability to transfer learning from one situation to another. (1) Training of these students must be adapted to their ability levels and learning rates, making sure that careful attention is directed to individualizing instruction. Learning experiences which can be applied in every day life tend to be most meaningful.

The following principles are provided by effective learning situations:

1. Active participation is more effective than passive reception.
2. Responses during the learning process are modified by their consequences.
3. The learning situation must be realistic to the learner.
4. The learning process occurs through a wide variety of experiences unified around a central core of purpose.
5. Realistic goal setting leads to more satisfactory improvement than unrealistic goal setting and is dependent upon feedback.
6. Tolerance for failure is best taught through providing a backlog of success.
7. The realness of the conditions under which the learning takes place and the readiness of the learner, contribute to the integration of the learning products into the personality of the learner.

Use of a wide variety of teaching methods and techniques is necessary in order to create interest. Continuous repetition and reinforcement which are required in the learning process of mentally retarded persons tends to create a boring atmosphere in which it is difficult to learn. The more senses which are involved, during the learning process, the better.

One way to involve many senses is through the use of audio-visual materials. Unfortunately, audio-visual materials for instructing the mentally retarded are few and in the area of job training, virtually nonexistent. One of the most promising experimental ventures is the use of short form film loops. These have been developed for use in a continuous loop projector which allows single framing and automatically cued stops. This cueing permits the instructor to stop at appropriate points for discussion or to reduce a task to minute steps which can be grasped readily even by some of the slowest learners. (1)

"Audio-visual methods have offered one of the most beneficial approaches for individual or group guidance in specific job tasks or work behavior." (1) Good films for use with mentally retarded individuals should be on a non-verbal level and should provide an orientation to relatively abstract job concepts and specific instruction in job duties and responsibilities. Slides, film strips, and charts are also audio-visual materials which can be used.

Techniques not usually thought of as being found in the audio-visual department prove to be very effective. Demonstrations, displays and exhibits may be set up by the students with close teacher supervision. Field trips to such places as a grocery store, a hospital, or a city (using city transportation) provide first-hand experience with the world of work.

Class participation helps give the students a sense of belonging to the class - that the class is "theirs." Sociodrama (students seeking various jobs), oral reading, discussion, writing on the board, group projects, role playing (employer, employee), and lab work all enable the student to actively participate in learning experiences. Other techniques such as job notebooks, self study, community study, and tests are more individually oriented. Flash cards and bulletin boards help liven up a class. Although lectures do not involve many senses, they can become good teaching techniques when used with less verbal techniques.

One technique which really employs student participation is directed and supervised on and off-campus work experience. On-the-job training in high school buildings or a sheltered workshop can be used for at least two to four hours daily during the first year (9th grade). At this time the students learn work techniques and standards. During the second, third, and fourth years of the program, on-the-job training can take place off the high school campus in various businesses in the area. Eventually this training can involve an eight-hour supervised work day. This gives the student a chance to practice what he has learned while receiving pay at the same time.

SLOW LEARNER

"Slow learner" ordinarily refers to the capacity of an individual to learn intellectual things - the kind of capacity that is measured by verbal intelligence tests. There is no fixed standard or level of ability below which a pupil must be called a slow learner, but in common practice, pupils with an IQ below 91 and above 74 are so labeled. (15) "Statistically, about 16 per cent of the population would test in this broad IQ range. Their achievement scores indicate mastery of educational fundamentals at about the second, third, fourth, or fifth grade level." (20)

"One of the outstanding characteristics of educationally subnormal children is their poor concentration." (24) Learning experiences should center around "tangible" things. "Build the pupil's experiences around, or on the basis of things, processes, and activities that are real, actual, 'phenomenal' in the pupil's environment - that can be seen, heard, touched, tasted, or smelled; build on the sensory and perceptual foundation rather than on the conceptual foundation." (15) Make experiences first-hand with generous and frequent provision for drill and practice in skills and habits. Rely a great deal more on observation, demonstration, field trips, films and pictures, and a great deal less on books and lectures as the source of content for the pupils' experiences.

The slow learner can remember fairly well what he learns from one day to the next if it fits into a growing, purposeful pattern or design. Plans should be clear and specific with continuity of experience being preserved. More frequent evaluations of school progress need to be made with slow learners than with the brighter students. Slow learners need more frequent assurance that what they are doing is satisfactory. This insurance helps increase emotional stability. "While standards of proficiency in execution are not to be ignored, they should never be stressed to the point that children sense failure and lose the pleasure and satisfaction of achievement." (24) If the student is allowed to work at his own pace and not at one dictated by the need to fit in with a group standard, his likelihood of success is greater.

When making learning experiences first-hand, introduce the pupil to new experiences similar to those he will encounter in post-school life. Training in specific aspects of working life such as interviews, filling out forms, details of wage slips, changing jobs, estimation of traveling time, factory rules, and the way a factory works will be of particular benefit to the student.

A wider variety of methods and techniques can be used with the slow learner than with the mentally handicapped student because of his greater ability to learn, remember, and apply what he has learned to real-life situations. Because he has limited ability, the slow learner needs more experiences with fewer ideas. Such class activities as discussion groups, field trips, laboratory work, and demonstrations give the students first-hand experience. Demonstrations should be used generously. Films, pictures, and filmstrips add interest to lessons. Emphasis should not be placed on book work; however, if books are used, they should be of high interest and low reading level. Home visits give the teacher an opportunity to obtain parental cooperation, explain the school program, and discuss special placement of the student in school or occupational futures.

UNDERACHIEVER

"When educators talk of the underachiever, they are usually (though not always) describing students who rank in the top third in intellectual ability, but whose performance is dramatically below that level." (16) Frequently, the underachiever is absent from school. He dislikes his teacher and his studies. It is likely that he will be a source of disturbance to a social group such as the class. Since an underachiever is reluctant to compete with other children in his grade, the ungraded system seems an appropriate stimulus. Children are placed or moved to and from an instruction area on the basis of need. The child's only competition is himself and he has no faith in his own ability.

For most underachievers the fear and expectation of being wrong inhibit them from trying. They should be encouraged to try. Praise them for making an effort, do not condemn them for being in error. The team teaching method enables teachers to give more individual attention to students by enabling the students to work in small groups. Since their attention spans are short, underachievers need attention-getting devices. Using a variety of audio-visual aids is an excellent way to achieve this. For the most part, underachievers are bright children who need to be challenged. They can be challenged and kept active if they are allowed to participate in class learning experiences and plans. Demonstrations and role-playing are good ways to accomplish this.

Underachievement is a cry for help. We need to get to the source of the problem. Teacher interest in individual student progress helps enhance the student's self-motivation.

SOCIALLY HANDICAPPED

The socially disadvantaged child may be gifted but this giftedness will not be seen until the surface of his social class disadvantages is scratched away and he is exposed to the educational world around him. Those youngsters are likely to respond most satisfactorily to regularity and pattern in classroom activities. They handle structured learning experiences best. Definite rules, which are enforced, help give security.

Small classes for the socially deprived student get as close to the one-to-one teaching approach as possible. This can be achieved by team teaching. These classes enable the teacher to better know, understand, and help her pupils. The teacher of the socially deprived student will find the student creative, motivated, and proficient in areas where their interests lie. They are capable of working well and hard on specific tasks which have a purpose for them, but they may be slow to make nonpersonal references. If school and learning experiences are related to the student's own personal experiences, he will have a greater likelihood of success in school.

These students are deeply impressed by unusual experiences and tend to best remember repetitive events of importance to them. The teacher can use this clue in planning lessons. If she repeats information in unusual ways, varying her techniques, and applies this information to the students' everyday experiences, the point she is trying to make will be remembered. For example, the students could read books and articles about problems, needs, and life of people who closely resemble themselves in the world of work. This reading could be used as a basis for class discussions.

The socially handicapped student needs materials through which he can express not only his abilities and creativity, but also his needs. Active class participation through group study, committee work, buzz groups, experiments, puppet theaters, and work-study programs give the student the opportunity for this expression. Audio-visual aids, such as films and filmstrips, records and tape recordings, television, and radio add interest to learning experiences. Field trips and guest speakers bring a closer look at the outside working world into the classroom.

PHYSICALLY HANDICAPPED

A child who is physically or intellectually handicapped represents a challenge to the teacher because of the unique learning problems this child brings with him to school. The numbers of such children are not known, but the prevalence has been estimated at roughly 10 percent of the school-age population. (9)

"Many educational circles are beginning to appreciate the fact that youngsters with a wide range of physical limitations can be educated in the present school system." (5) Handicapped youngsters are under emotional stress which is increased when they are put in classes with "normal" students. These students need special understanding and much patience. A boost in security and self-esteem also helps. Small classes where individual instruction is increased enables the teacher to better understand these students.

Disabled students should be required to take tests and complete assignments planned for other students. Adjustments should be made in the manner of administering tests, rather than the nature of the test.

The extensive use of visual aids is required for children who are deaf. Filmstrips and captioned films are popular visual aids. Charts of various types also add interest to lessons. It is often helpful if a classmate will take notes for the deaf student. Since the blind child must learn without seeing, the teacher of the blind must depend heavily upon audio materials. Tape recorders should be made available for students who are unable to record lecture notes. Although the physically handicapped child with normal intelligence may have no difficulty assimilating material presented to him, the problems of presentation are often severe. Guest speakers, field trips and teacher-made materials should suit the needs of the students. The classroom should be equipped with materials and tools for considerable activity opportunities.

On-the-job training or work experience is an upcoming method of teaching. When used as a method of exploration and evaluation of student abilities, interests, aptitudes, and work personalities, on-the-job training frequently leads to realistic vocational goals. In this method, students are evaluated according to their ability to perform work assignments in occupations required in the local industries, in production operations, and through situational evaluations based on a variety of actual or simulated work activities.

SUMMARY

Home economists are seeking methods and techniques for teaching exceptional children. Certain techniques are common to several types of exceptional children. Mentally retarded, slow learning, and socially handicapped youngsters need repetition, learning experiences related to experiences in everyday life, and a variety of teaching aids to increase class interest. These youngsters tend to have short attention spans. Concrete or first-hand experiences enhance the learning of mentally retarded persons and slow learners. A variety of teaching aids which increase class interest and unusual experiences which are easily remembered are techniques that prove effective in working with socially handicapped students. The underachiever and socially handicapped youngsters need encouragement. This can be achieved through the use of small classes.

On-the-job training is one method which generally is effective with all types of exceptional children. It gives the student an opportunity to put into practice what he has learned. The physically handicapped youngster has an opportunity to teach his body to perform skills required for his chosen vocation. The supervision by qualified instructors helps give these youngsters a realistic outlook toward the world of work.

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OVERHEAD TRANSPARENCIES

I. What are they?
  Transparency - an acetate sheet used for projection in an overhead machine.
  Overlay - additional sheets of acetate positioned to visually develop a series of teaching points.

II. How are they used?
  To give information
  To test
  For review
  Other

III. How to use machine.
  Transparencies are placed right-side-up on the machine with the top of the transparencies placed toward the back of the machine.

  Types of machines - those for single transparencies and those for rolls of acetate.

IV. Uses of overlays.
  For flexibility
  To present consecutive material
  To emphasize certain parts of a lesson
  To reveal one part of the material at a time
  Other

V. Commercial transparencies.
  a. $30 per set of prepared and mounted transparencies
  b. $3.00 per set of printed original for you to make your own

VI. How to make -- demonstration of Thermofax machine.
  A. Acetates
    #125 white $23 box (heavy)
    #127 black $28 box (heavy) more easily read when filed
    #128 (heavy);in 5 colors. Image in color with black background
    #129 (medium) positive; black image with soft color background; 4 colors
    #133 (medium) black. Economy
  B. X-ray film. Less expensive.

C. Supplies needed before Thermofaxing transparencies - carbon-base paper for your "creation" corrasable bond recommended by us. Others will work.

Xerox copies will work
Lead pencils; #2 best
Regular ink will not work; there is a type of ball-point pen with all carbon-base ink
Black India ink
Typewriter (regular for showings to small groups; "sight saver" for larger groups
Newspaper print

Will not work - plain ink, magic marker, colored drawing ink

Tips - Scotch tape will not show on the finished transparency (may leave a slight shadow).
Can use carbon paper on the back of original and run original off upside down.
Go over typing with pencil, if necessary.

VII. How to thermofax your "creation" - see instruction sheet.

VIII. After you have thermofaxed your transparency you can:

A. Color - with magic marker, colored drawing ink (may bead up).
Acetate paints, 3-M adhesive backed coloring film, (acetate paints are 40¢ a jar. Use with brush. Good results. Takes long to dry.)
Grease pencil
"Color Vision" projection markers, 4 for $2.49
3-M color markers

B. Tips
Turpentine will remove "Marks-A-Lot" magic marker.
Leroy pen cleaning fluid will remove acetate paint.
Damp cloth will remove some water-base markers.
Grease pencil will wipe off.
Yellow does not give good results in any type of marker or color.

IX. Points to Remember

Transparencies are permanent. They are best used for material you will use many times.
Room doesn't have to be dark to use machine.
You can face students.
Can reveal one part of material at a time.
You can save your time with transparencies.
Everyone can see.
Transparencies are expensive and you must have a projector, thermofax, and supplies available to you.

X. The thermofax can:

Make single copies of printed material (this cannot be used as an original from which to make transparencies).
Make thermofax ditto masters (usually good for up to 50 copies).
Make transparencies.

To make a transparency on the thermofax - set dial to appropriate setting (this may vary with model). Turn on machine.
Put your "creation" face side up. Place acetate over this without corner in upper right hand side. Put these 2 copies through machine. Guide your hand. Presto! Your finished transparency.

If transparency is poor; turn dial to a darker setting. You may need to go over the "creation" with pencil.

For a single copy of printed material (not used for transparencies): set machine on correct setting. Place thermal paper and material to be copied face side up (you may need the silk screen holder for light material). Run through.

The thermofax will not print from a book or a magazine. You must have flat, unbound pages. Xerox first, then thermofax. Never use paper clips or staples. It will ruin the machine.

CHARACTERISTICS OF EXCEPTIONAL CHILDREN

HEEn 468 AFR/67-68

Passage of the Vocational Act of 1963 created a challenge for home economics. In the past, the field of home economics directed the major portion of its effort toward educating girls and women for homemaking. The Vocational Act of 1963 required that home economics take on another role in the form of education for gainful employment. This newly created dual role for home economics has many ramifications and implications. Home Economics has been given the opportunity to show how it can extend and broaden itself to meet more needs of more students than ever before. It has the opportunity to provide skills for those persons who might otherwise join the ranks of the unskilled upon leaving high school. In a rapidly changing and highly technical and complex society, each and every person must be trained for some type of gainful employment. Now home economics has both the opportunity and responsibility for helping students who might otherwise not be effectively served by the public schools.

Many assumptions have been made as to the type or types of students that will be enrolled in gainful employment classes in home economics. It is felt that these students will differ notably from those found in the regular homemaking classes. However, it will be some time before reliable information will be available on students in gainful employment classes and how they differ from students in the regular homemaking classes. Nonetheless, it is reasonable to assume that at least a portion of the students will be categorized as exceptional children.

One of the greatest challenges to any teacher is working effectively with exceptional children so that a certain degree of progress is made. The purpose of this paper is to describe the basic characteristics of the following types of exceptional children: socially and economically handicapped children, slow learners, underachievers, and mentally handicapped children.

SOCIALLY AND ECONOMICALLY HANDICAPPED CHILDREN

In 1963 of the 69 million children in the United States who lived in families, 15.6 million were poor. In 1960, about ten million children lived in houses that lacked a proper toilet, bath, or hot water. About four million lived in housing called dangerous. Of the children counted as poor, one in three lived in a family without a father as compared with one in twenty-three children not counted as poor. Poor children in the United States often have inadequate housing, food, and medical care. (12) These children are often referred to as the disadvantaged. Kemp considers the disadvantaged to be those children with academic and socioeconomic handicaps which prevent them from succeeding in the regular educational programs. This generally includes persons who live in communities or come from families where there is a combination of some or all of the following characteristics: migrants, rural Americans, Negro Americans, Mexican Americans, and Puerto Ricans. These include people with low incomes, poor educational backgrounds and preparation, poor health and nutrition, families where the head is semi-skilled or unskilled, and people in communities where there is excessive unemployment. The disadvantaged also include those persons who belong to an ethnic group which has been isolated from cultural, educational and/or employment opportunities due to discrimination or difficulty in assimilating into the majority culture. (7)

In 1950, approximately one out of ten children in the fourteen largest cities were culturally deprived. By 1960, this ratio had increased to one in three children due to the rapid migration to urban areas. By 1970, it is expected that the figures will have increased to one in two for the large cities. A large portion of these children is composed of cultural and racial minorities. (11)

Kemp has listed the following as some of the adverse conditions which many disadvantaged young people contend with, particularly those in the urban areas:

1. Overcrowded home conditions which do not permit privacy or personal development.
2. A tendency for them to stay within their immediate environment and thus remain unfamiliar with areas beyond their neighborhood boundaries.
3. Little experience with successful adult models whom they can look up to.
4. A scarcity of such things as books, instructive toys, pencils and paper, and the inability of anyone in the home to explain their use.

5. Parents who do not have the time or the knowledge to teach their children or to help them acquire information and good experiences.
6. A slum environment which lacks variety and stimulation for a healthy life.
7. A lack of successful experiences which conditions them for failure and demoralizes them to the extent of creating a negative self-image and low estimate of their own competencies.
8. Not enough youth organizations to meet their needs or to which they can belong.
9. A lack of sufficient funds to provide proper dress to meet the exigencies of weather or teenage fashion trends.
10. An education which does not meet their need for occupational training and frequently seems unrelated to their world.
11. Discrimination and segregation often resulting in feelings of hostility, humiliation, inferiority, self-doubt, self-hatred - all of which impair self development. (8)

Many socio-economically handicapped students never really master such basic skills as reading, writing, and arithmetic because teaching methods are not aimed at their particular needs, and the home situation does not reinforce the school's attempt to educate them. By the time these students reach high school, they are often labeled as slow learners because their I.Q. tests, grades, and evaluations by teachers has designated them as such. Unhappiness at home combined with a frustrating experience at school may lead them to commit acts requiring disciplinary action by the school or police. The financial responsibilities at home may cause them to drop out of school completely or to perform poorly in school. These students usually manifest one or more of the following characteristics:

1. Low-level reading ability.
2. Limited formal vocabulary and poor speech construction and diction.
3. Relative slowness in performing intellectual tasks.
4. Poor health and health habits
5. An anti-intellectual attitude.
6. Indifference to responsibility.
7. Nonpurposeful activity, much of which is disruptive.

8. Limited experiences of the sort schools assume most of their students have had with their families. (8)

The following are some of the characteristics that disadvantaged students have been found to exhibit in the learning situation:

1. They are creative, motivated, and proficient in areas where their interests lie. If they feel materials have little or no relevance to them, they consider it useless. This is particularly true of abstract ideas and subject matter which they have never understood in terms of its purpose in their over-all education.
2. They are capable of working well and hard on a specific task or assignment which has a purpose for them.
3. They have a capacity for close and loyal personal relationships. (8)

The disadvantaged see their educational experiencs as follows, according to Kemp:

1. The school day is long and tedious.
2. Education seems to lack relevance to future life and needs.
3. The school system often fails to recognize and respect their culturally different backgrounds.
4. Some teachers lack an understanding of their special needs and problems or ignore them.
5. Little or no special instruction and attention are provided which might help them fit into the regular school programs.
6. Too much school time, in their view, is spent on discipline.
7. They think they are not given the type of counseling, encouragement, or other support they need to enter the world of work, and so they leave school unprepared for a job. (8)

UNDERACHIEVERS

According to Fine, when educators speak of the underachiever, they are usually describing students who rank in the top one-third in intellectual ability, but who perform dramatically below that level. Current estimates classify one of every four youngsters as a year and a half or more below his grade level and losing ground each time he is promoted. Some outward manifestations of underachievement are as follows: sulkiness, daydreaming, dawdling, stubbornness, procrastination and inefficiency, habitual failure to complete assignments, expression of rebelliousness through inaction and resentment of criticism although possibly highly critical. (3)

Nason feels that fear of failure contributes to the underachievement of more students than is generally recognized. Fear of failure may result in:

1. Reticence to recite in class.
2. Fear of competing with classmates or siblings.
3. Failure to adopt goals.
4. Reluctance to change to more efficient study procedures. (10)

Underachievers tend to have personality characteristics that rationalize, excuse, and explain their problems. These characteristics often serve to perpetuate their problems. These students view both themselves and others in a negative and critical fashion. They are especially critical of others when they represent success or authority. Research has shown that they are more hostile than other youngsters. They are often suspicious of others and exhibit little trust. When they encounter affection, they are likely to disbelieve it. (3)

As the underachiever grows older, he devotes more time to his social life and less to academic work. However, he forms very few enduring friendships. Underachievement may be chronic or it may be transitory in nature due to illness, family conflicts, moves, poor teachers, a difficult period of development, or a physical problem. It should be noted that underachievers are frequently found among disadvantaged children. (3)

SLOW LEARNERS

Many psychologists limit the use of the term "slow-learning" to borderline and dull-normal students having an I.Q. of 75 to 89. (5) Slow learners comprise the largest group of mentally retarded children. It is estimated that approximately 15 - 18% of the children in school are slow learners. (6) It should be noted however that slow learners are only slightly handicapped and not "hopelessly dumb." (13) About one-fourth of the slow learners come from adequate homes and are making a reasonable adjustment to school. The remainder (which may compose 14-15% of the school population) comprise the group around whom various problems center. The majority of this group of slow learners are raised in our slum areas. (6)

The most obvious characteristics of slow learners is their inability to "keep-up" with the rest of the class. They begin late and continue to fall further behind as they grow older. Their maximum mental growth is from eleven years to thirteen years, six months. They grasp new skills and concepts more slowly. It is not rare for these children to exhibit deviate, anti-social, and unacceptable behavior in school since they are less capable of understanding the need for proper behavior. (6)

The general appearance and reactions of slow learners are much the same as those of average children. They tend to be slightly below average in size, build, and motor ability. Emotionally speaking, they are very similar to normal children. Their interests are not as wide and varied, and their level of understanding is more superficial and limited. Compared with normal children of the same age, they are not as able to discriminate, judge or abstract, develop initiative, direct their own activities, or detect and correct errors. (6)

In discussing slow learners, Ingram has said that "The educable group throughout their school years need to be regarded as children growing up with the basic needs and desires that are common to all children and adolescents in our culture. They are developing physically, mentally, socially, and emotionally and like other children, are experiencing daily situations which build healthy or unhealthy personalities. Without a well-rounded knowledge of child growth and development, any teacher is limited in her function." (5)

Often memorization is a difficult task for the slow learner. He may learn by rote and then be unable to transfer such learning to practical situations. His greatest difficulty is in the area of reasoning. It is especially in the highly complex mental operations of reasoning that he falls short. (7) He is limited in such abilities as association, comparison, comprehension, generalization, and symbolization. He has less ability to learn from experience, to take in all the elements in a given complex situation, to foresee consequences, and to form judgements than the average child. (5) In the traits which are rooted primarily in the affective, however, the slow learner often makes satisfactory achievement. This includes such traits as selffishness, kindliness, obedience, dependence, and exhibition. (4)

According to Abraham, many children who do the following are slow learners: ask questions, frequently of an irrelevant nature; demand attention; withdraw from academic work; withdraw from social situations into either a shy or agressive framework; and cheat, argue, or create other disciplinary situations. Abraham also lists the following characteristics of slow learners:

1. Short attention and interest span.
2. Limited imagination and limited creative thinking.
3. Slow reaction time.
4. Apathy, diffidence, dependence, placidity, but frequent presence of excitability, sensitivity.
5. Academic retardation, especially in reading; achievement age lagging behind chronological age.
6. Absence or loss of self-confidence.
7. Gullibility, instability, shyness, submissiveness.
8. Low power of retention and memory.
9. Failure to transfer ideas, to extend beyond local point of view in time or place, to retain interest if results are deferred or intangible.
10. Limited powers of self-direction, of adapting to change in situations and people.
11. Low levels of initiative, vocabulary, standards of workmanship, persistence, concentration, reasoning, discriminating, analyzing.
12. Ease of confusion; fears, anxieties.
13. Laziness - but perhaps due to ill health or emotional maladjustment rather than as a constitutional factor.
14. Less well-developed physically - height, weight, proportion, general health, unexplained fatigue. (1)

Because of neglect and frequent failure to adapt school programs to their needs, feelings of inferiority may develop. The usual anticipation of young children toward school may change to indifference and then to resentment. (1) The school situation often provides the slow learner with so many experiences of failure that he dislikes the following:

1. Tests.
2. New situations.
3. Teachers who demand absolute standards.
4. Administrative procedures which allow no flexibility.
5. Skill subjects which depend upon an accumulation of skills for success at the present level.
6. The learning of material for which he sees no need.

Frederick and Ostrom give the following description of the slow learner: "He is less imaginative, less able to foresee consequences, and may 'jump to conclusions' without adequately thinking through all of the possibilities. The slow learner is more likely to act on impulse and to accept a fairly workable solution than to try to find a more accurate method or be severely critical in advance. He tends to be impatient, insisting on immediate results, and may lose interest if the returns are intangible or deferred. He is often more highly suggestible and ready to plunge into an activity without considering the consequences." (4)

The slow learner at the junior high level usually comes from a background placing little value on traditional learning activities. The student is often absent from school and is likely to leave school as soon as he is of legal age. Therefore, there is a smaller number of slow learners at the high school level. Those who do attend high school are many times already labeled as maladjusted or emotionally disturbed. (6) They often list collecting as the favorite of a very limited number of hobbies in which they engage. Sports and athletics, club and committee work, and musical activities are among the school activities most frequently selected. Their reading interests are toward the easy-to-read magazines. (1) The physical, social, and mental traits of the high school slow learner compiled by Ingram are shown in the table on the following pages.

THE EDUCABLE MENTALLY RETARDED CHILD

The term educable mentally retarded is employed to describe the child whose intelligence tests place him in the 50-75 I.Q. range, and whose learning characteristics and social adjustment suggest the need for special services and school adjustments to meet his needs. The educable mentally retarded can learn the basic skills necessary to social and occupational independence with appropriate training. It is possible that they may cease to be regarded as mentally retarded as adults through this training. (2)

In addition to learning problems, these children generally reveal such weaknesses as: (a) physical and health problems, (b) poor language development, (c) poor motivation due to apathy or lack of understanding; (d) behavior problems due to social maladjustment or lack of security; (e) poor self-concept; and (f) limited experiences. Social maladjustment is common. Their problems may be manifested in aggressive, belligerent behavior; negative or indifferent attitudes; or withdrawn, passive acceptance. (2)

Many moderately retarded children demonstrate motor ability at the level of their peers. However, duration of interest among this group is generally quite brief, especially if the task is not self-initiated. Generally, these children function on a concrete level. They frequently have difficulty in anticipating events that may have happended before or after the event presently under discussion. They may have little insight into a situation beyond the obvious. Their ability to associate ideas and to see relationships is often impaired. (2)

Perceptual-motor problems are common among educable mentally retarded children. They often have difficulty in seeing differences which exist between objects with similar features. They frequently are able to recognize gross differences, but fail to distinguish differences in position or direction. Perceptual disturbances are also revealed in their inability to comprehend a total concept. They may respond to each part separately, or they may be unable to respond to significant ideas demanding response. (2)

Auditory perception may be poorly developed among these students. They often have difficulty in hearing and recognizing sounds and in locating their position. Difficulty may be experienced in comprehending instructions and other verbal material. They often have a poor sense of time sequence. They are unable to comprehend time vocabulary in words and to relate a given time to the present time. (2)

Incidental learning does not have as much value for the educable mentally retarded child as it does for normal children. Because of the lack of ability to see relationships and to generalize, the retarded child often develops misconceptions about a situation. Achievement scores show that this group of children show gains of less than a year for each year in school. (2)

Kolburne has listed the following characteristics of educable mentally retarded children:

1. They can't think or reason without a great deal of special education and to only a limited degree.
2. They learn very little of value through observation or experience except on a primitive level.
3. They have neither the understanding nor motor facility of normal children.
4. They lack in ability to conceptualize.
5. They lack judgement in ordinary, significant relationships. (9)

In discussing these children, it is important to note their home environment. Many of these students exhibit apathy and indifference. Contributing to this is lack of home motivation, absence of books and magazines in the home, and limited opportunities for travel and other social experiences. The children are often surrounded by negative and indifferent attitudes. Thus they accept the concept of failure and defeat unless some positive action is taken to make them realize their worth and raise their level of aspiration. (3)

TABLE 1

TRAITS OF THE SLOW LEARNER
13, 14, 15, 16 Years, and Older

Physical Traits

Height and weight for the majority approximate the normal standards of 60 inches and 97 pounds for the thirteen-year-old; 62 inches, 109 pounds, for the fourteen-year-old; and 63 inches, 116 pounds for the fifteen-year-old. Marked physical development for the majority of both sexes takes place as in other adolescents. Between the latter half of the thirteenth year and the fifteenth year the majority of girls have their first menstruation. Most of the boys reach pubescence between the early months of the fourteenth year and the middle of the fifteenth year

Many individual variations occur as in average children. Taller boys and girls reach periods of rapid growth and subsequent periods of slower growth at earlier ages than shorter boys and girls. Slow growth before the teens is often followed by proportionately rapid growth during adolescence. Proportionate weight of muscles to total body weight rapidly increases. At fifteen years the total musculature approximates 32.6 per cent of the entire body weight; at sixteen years it approximates 44.2 per cent.

Breathing capacity and physical strength and endurance generally increase as in the normal. Work can be carried on for longer periods. Voice changes occur during these ages. Motor ability and eye-hand coordination improve with a resulting increase in kind and number of hand skills and in ability for sustained effort and interest to do work well. Speech defects occur among about 4.5 per cent, compared with 15 to 18 per cent at earlier years.

Social Traits

The company of the opposite sex is sought earlier by girls than by boys, with average boys of the same age or older dull boys as the selected companions.

Due to identification with elders, jobs and housekeeping assume social and personal significance, girls being interested in preparing foods and making their homes attractive, boys wanting to make worthwhile things, to work cooperatively, and to feel through the use of tools and machinery that their jobs are real. Remunerative jobs attract, the girls helping with home duties and service jobs, and the boys doing off jobs - running paper routes, delivering for the grocer, and so on, with increased dependability. After school employment is frequent.

With increased sensitiveness to situations in the environment and the home, financial status, clothes, foreign background-limitations are more keenly felt. There is also a strong urge toward independence with some resentment at being told repeatedly what to do and what is expected.

Active play interest, such as skating, hiking, swimming, baseball, football, basketball, card games (such as poker, rummy, and canasta), and checkers predominate in the boys and also to a lesser extent in the girls. Relays and team games are also popular with boys. Folk dances, social dancing, and other rhythmic exercises appeal to both. Less interest is shown in group organizations, clubs, and leagues than by other children because of inferior ability to fulfill requirements. "Gangs," or group chumming, develop among the boys.

Stories of fact, history, invention, adventure, and sport, magazine articles describing how to make things, including material in science magazines, are enjoyed by the boys. To the girls the greatest appeal is made by stories of familiar experiences of girls of their own age, stories of home life, fairy stories with an element of romance, fiction of love and romance, the cheap newsstand variety of fiction and magazine, the "funnies" and the picture news sheet. Motion pictures and radio and television programs that deal with romance or adventure, and quiz programs are popular.

Mental Traits

Mental development approximates that of average, children eight to ten or eleven years of age. The power of voluntary attention and concentration on a given task has increased. Rote memory is good, memory of images and logical memory are improving.

Powers of comparison, generalization, and abstraction are weak or lacking. The differences from the average child are most marked in respect to these abilities. Concrete illustrations of the meaning of such words as charity, courage, or envy may be given if taught, but definitions of abstract words cannot be formulated.

Simple interpretations of situations in pictures may be made, but lack of creative imagination is striking. Responses may even be the description of action alone.

Language expression, is still far below expectation for the average child. Descriptive and abstract terms are generally lacking. The use of adverbs is not common. The majority have probably not acquired more than 7,000 to 9,000 words, contrasting with about 15,000 or more for average children of the same age.

Learning ability in practical situations is increasing. More adequate adaptations are made in new situations. A growing awareness of life and of the world of activity leads to more ready observation of details of the environment and of ways in which they are related to it. Greater general interest and a tendency toward participation are noticeable in the majority.

SUMMARY

Although children in four different situations have been presented, it is obvious that they are similar in many ways. Many of the children have not one but two of the handicaps discussed - they are both socio-economically and mentally handicapped.

The four groups have many characteristics in common. They often come from backgrounds which do not encourage or value school achievement. This results in a lack of motivation which in many cases determines the difference between success and failure to these children. Their backgrounds also often lack the enriching experiences which are so valuable in the school situation.

Most of these children do not find school a satisfying place to be. It too often emphasizes their failure and ignores the capacities for achievement that they possess. Concrete situations which have obvious value to them are regarded most highly by this group. Thus home economics, through classes in gainful employment, has an excellent opportunity to meet the needs of these students and give them knowledge and skills which can make them contributing and producing members of our society.

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SAMPLE TESTS FOR CLASSES IN GAINFUL EMPLOYMENT

Note: The included tests are some examples of evaluation devices which you may wish to use or to adapt for classes in gainful employment. Please bring your tests to FSU for the workshop this summer. If you construct others, bring or send a copy for possible inclusion in the guides which are to be developed this summer.

MINNESOTA FOOD SCORE CARDS

These cards were developed by the Foods Section of the Division of Home Economics under the direction of Clara Brown Arny and sponsored by the Committee on Educational Research of the University of Minnesota, 1946. They are distributed by: Cooperative Test Division, Educational Testing Service, Princeton, New Jersey.

Example:

		1	2	3	Score
Appearance:	Size...1.	Large, clumsy		Small or medium	1.___
	Shape..2.	Uneven, bulgy		Well rounded and symmetrical	2.___
Color:	Exterior..3.	Dark brown, pale or uneven		Golden brown	3.___
	Interior..4.	Gray		Creamy or light yellow	4.___
Moisture Content	.........5.	Dry or insufficiently baked		Slightly moist	5.___
Lightness	........6.	Heavy		Light	6.___
Texture	..........7.	Many large holes		Uniform, finer than bread,	7.___
	8.	Crumble easily		less resilient than bread	8.___

	1	2	3	Score
Flavor and Odor..9.	Flat; sour or yeasty		Slightly sweet and nutty; richer than bread	9.__

SCORE _____

Directions: Place a check ( ) under the term in the column at the right which best describes your place in relation to the description given at the left. This sheet is for your use only. You may wish to check yourself now and again at a later time.

Type of Friend

AM I?	Yes	Sometimes	No
1. A person my friends have confidence in because I am - honest..................	____	____	____
loyal....................	____	____	____
reliable.................	____	____	____
truthful.................	____	____	____
2. A person who is able to build a shared understanding with my friends because I have: a good sense of humor..........	____	____	____
a good listener...............	____	____	____
appreciative..................	____	____	____
patient.......................	____	____	____
sympathetic...................	____	____	____
thoughtful....................	____	____	____
3. A person who is able to share-- time..........................	____	____	____
energy........................	____	____	____
myself........................	____	____	____
4. A person who does not judge by first impressions but allows time to become acquainted before deciding if I'd like to be friends with another person.......	____	____	____

	Yes	Some-times	No
5. A person who brings to a friendship the qualities I want my friends to have..................................	____	____	____
6. A person who seeks friends who value the same qualities that I do............	____	____	____

Source: Dissertation by Helen L. Cawley, Ed.D.
Pennsylvania State University, 1958.

FOODS TEST
Table Service

(Underline the best answer.)

1. Our meals should be planned to suit the (day of the month) (day of the week) (season of the year).

2. To set an attractive table, the dishes need to be (expensive) (brightly colored) (set in an orderly way).

3. Allow (18-20 inches) (22-24 inches) (24-30 inches) for each place setting.

4. When serving the family, an attractively set table is (important) (not important) (too much trouble).

5. The water glass should be placed (in front of the plate) (at the tip of the fork) (at the tip of the knife).

6. Cocoa is served (at the left of each person) (at the right of each person) (either at the right or left of each person according to whether or not the person is left handed).

7. Brunch is (an early morning meal) (a late morning meal) (a noon meal).

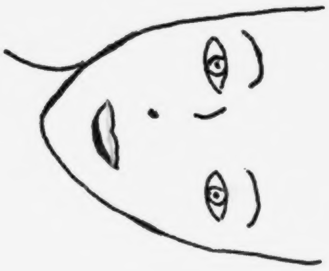
8. When setting a table, the napkin should be placed (to the right of the plate) (to the left of the fork).

9. After a guest has finished eating, he should (pile the dishes neatly together) (push the dishes to one side) (allow the dishes to remain undistrubed).

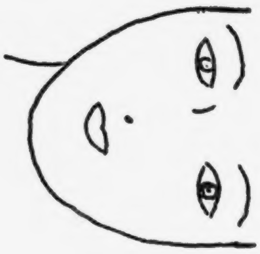
10. Menus should be planned for the amount of time required for preparation as well as for food value. (True or False)

PERSONAL APPEARANCE SKILL TEST

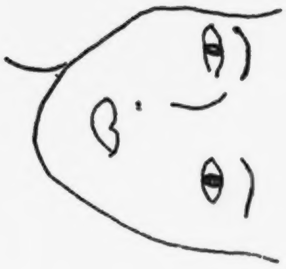
Directions: Below are 7 face shapes. Draw a hairstyle for each that would make the face shape appear to be more of an oval shape.



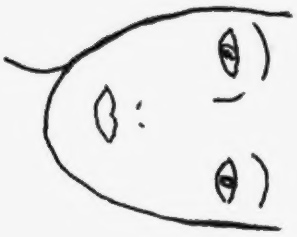
HEART SHAPED



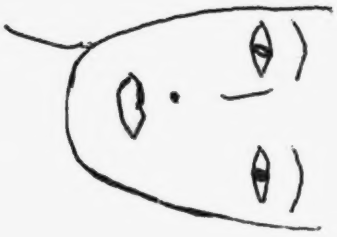
ROUND



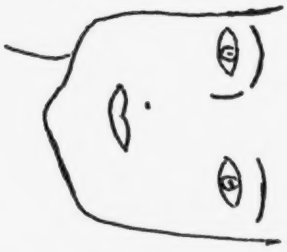
DIAMOND



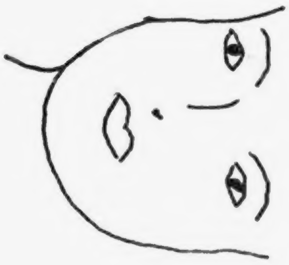
OVAL



OBLONG



SQUARE



TRIANGULAR

CLOTHING AND TEXTILES
"AM I A GOOD MANAGER WHEN I SEW?"

	Always	Usually	Seldom
1. I have materials and equipment at school when I need them.	_____	_____	_____
2. I begin work when laboratory period starts..................	_____	_____	_____
3. I save time and energy by			
a. Keeping work surfaces uncluttered...............	_____	_____	_____
b. Taking needed equipment (pins, etc.) to machine and ironing board....................	_____	_____	_____
c. Following guide sheet or group plan................	_____	_____	_____
d. Hanging or folding garment pieces to avoid unnecessary pressing......	_____	_____	_____
4. I share equipment with others by			
a. Pinning garment pieces at table rather than at ironing board or machine..	_____	_____	_____
b. Planning the use of sewing machine with my partner or group..........	_____	_____	_____
5. I share teacher's time with others by			
a. Watching demonstrations carefully.................	_____	_____	_____
b. Using illustrative material for help.........	_____	_____	_____
c. Keeping up with group.....	_____	_____	_____
d. Helping others who are behind the group..........	_____	_____	_____

JOB ETIQUETTE
TRAITS WHICH MAKE US LIKED BY OTHERS

Give yourself a score of 3 for each of these questions you can answer "yes".

_____1. Can you always be depended on to do what you say you will?
_____2. Do you go out of your way cheerfully to help others?
_____3. Do you avoid exaggerations in all your statements?
_____4. Do you avoid being sarcastic?
_____5. Do you refrain from showing off how much you know?
_____6. Do you feel inferior to most of your associates?
_____7. Do you refrain from bossing people?
_____8. Do you keep from reprimanding people who do things that displease you?
_____9. Do you avoid making fun of others behind their backs?
_____10. Do you keep from domineering others?
_____11. Do you keep your clothing neat and tidy?
_____12. Do you avoid laughing at the mistakes of others?
_____13. Do you always control your temper?
_____14. Do you keep out of arguments?
_____15. Do you avoid gossiping?
_____16. Do you keep your personal troubles to yourself?
_____17. Do you avoid borrowing things?
_____18. Are you enthusiastic rather than lethargic?
_____19. Do you avoid flattering others?
_____20. Do you avoid laughing loudly?

HOW DO YOU RATE IN DOING YOUR PART AT HOME?

		NEVER	SOMETIMES	ALWAYS
1.	I am neat and clean unless I am doing work that is necessarily dirty.	____	____	____
2.	I keep my belongings each in a definite place.	____	____	____
3.	I put my things away when I am through with them.	____	____	____
4.	I keep my clothes off the chairs, floor, and bed and on hangers.	____	____	____
5.	My desk and locker are neat.	____	____	____
6.	My closet and dresser drawers are neatly kept.	____	____	____
7.	My soiled clothes are in the laundry bag, not lying around in my room.	____	____	____
8.	I clean the washroom, including the tub and bowl after using them and hang up the towels.	____	____	____
9.	When I read a magazine or the newspapers, I leave it in good condition for others to read.	____	____	____
10.	I do my part to keep things picked up at home.	____	____	____

CHILD DEVELOPMEN-CHILD CARE

Directions: Please check ( ) in the appropriate column at the right of the term which best describes where you stand in relation to the responsibilities listed at the left.

RESPONSIBILITIES RELATED TO CARING FOR YOUNGER CHILDREN	Frequently	Sometimes	Never
1. Assisting with their care by giving aid where it is needed such as:			
___helping the child wash his hands	____	____	____
___taking the child for a walk	____	____	____
___reading him a story	____	____	____
___teaching him a new game	____	____	____
___telling him a story	____	____	____
___watching out for his safety	____	____	____
___staying nearby while he naps	____	____	____
___relieving the mother of certain household duties while she cares for the child	____	____	____
___observing the mother while she cares for the child	____	____	____
___assisting the mother as she cares for the child	____	____	____
2. Helping carry out the parent's plans for the training and direction of the child by:			
___knowing what the parents expect of the child	____	____	____
___trying to observe the child's routine	____	____	____
___not giving conflicting direct directions	____	____	____
3. Avoiding needless irritation of children through:			
___speaking courteously to the child	____	____	____
___frequently saying "yes"	____	____	____
___speaking quietly but firmly	____	____	____

	Frequently	Sometimes	Never
4. Respect the rights of the child by:			
___remembering children have a definite place in the home	____	____	____
___remembering that they are important members of the family	____	____	____
5. Trying to develop a correct attitude toward children by:			
___trying to be understanding	____	____	____
___trying to be helpful	____	____	____

Source: Dissertation by Helen L. Cawley, Ed.D.
Pennsylvania State University, 1958

FOOD SERVICES
MEAL PLANNING

Directions: Plan a day's diet for the following persons. Use the food value charts provided.

1. An overweight teenage girl who is trying to lose weight.
2. An elderly person who is mostly sedentary.
3. A young mother with children aged 2 years and 2 months.
4. A person who must eat a bland diet.
5. A high school cheerleader.

TABLE SERVICE

Directions: On another piece of paper draw a small sketch of how a table setting would look for each of the following meals at the beginning of each meal. Include all silver, china, glassware, etc. and label each.

(1) Orange Juice
Scrambled Eggs Bacon
Bran Muffins Butter or Margarine
Milk Coffee

(2) Strawberries
Hot Cooked Cereal with
Cream and Sugar
Milk Coffee

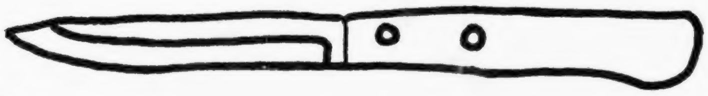
(3) Cream of Tomato Soup
Toasted Cheese Sandwiches
Baked Apple
Milk

(4) Cheese Souffle'
Waldorf Salad
Hot Biscuits Milk Butter or Margarine

(5) Baked Beans
Tomato-Lettuce Salad
Brown Bread Butter or Margarine
Milk Coffee or Tea

FOOD SERVICES
UTENSILS QUIZ

Directions: Identify the piece or pieces of kitchen equipment. Place the proper name of the utensil in the blank space provided.



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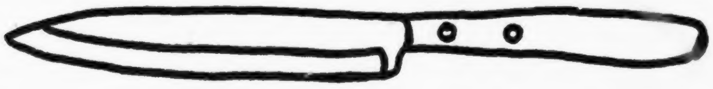

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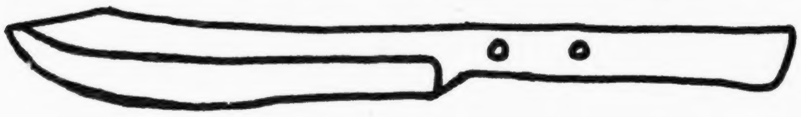

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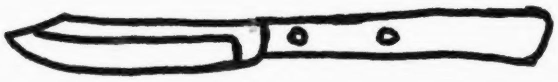

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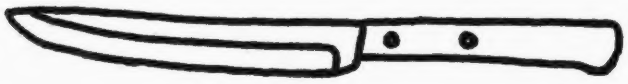

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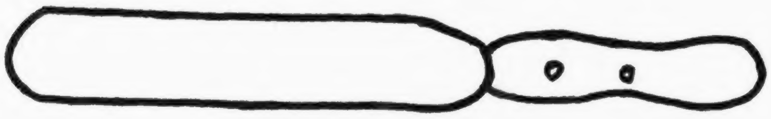

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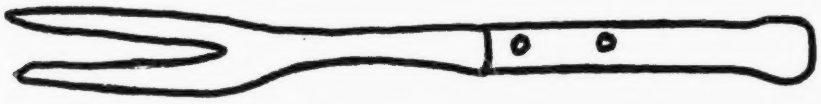

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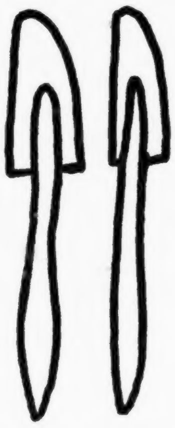

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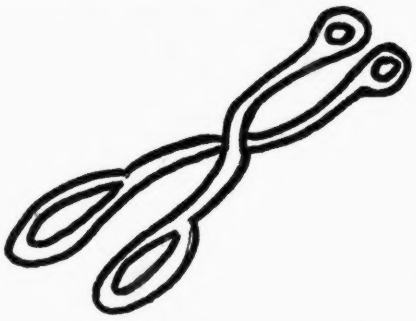

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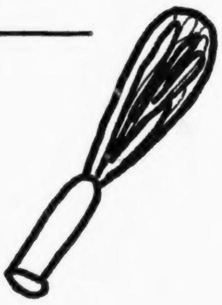

11.________________

CLOTHING AND TEXTILES
ALTERATIONS QUIZ

Directions: On the garments that you have brought in to class or on donated garments, choose three of the following alterations or repairs and complete the specified job.

1. Alteration on men's slacks: Shorten a pair of men's slacks 1½" or to the proper length. (Remember that these are permanent press slacks.

2. Repair on a man's suit coat: Make necessary repairs in the lining seams. Resew all buttons and secure.

3. Alteration on A-line skirt: Shorten a wool or other fabric A-line skirt 2" or to proper length.

4. Zipper repair: Replace the zipper in a pair of men's (or tailored women's) slacks or bermudas.

5. Waistline alteration: Take in a pair of men's (or tailored women's) slacks or bermudas 1" or to the proper measurement. Finish the inside waistband to its original condition.

CLOTHING AND TEXTILES
MERCHANDISING

Directions: Below are listed seven articles of clothing. Write a descriptive paragraph about each that might be used to "sell" the item in a retail store. (Supply your own details about color, fabrics, etc.)

1. A permanent press skirt.

2. An A-line shift.

3. A pair of pantie hose.

4. A slip for knitted clothes.

5. A man's shirt.

CHILD DEVELOPMENT

Directions: Choose the best answer.

____ 1. Of these four ages, children's coordination is best at (1) 2, (2) 3, (3) 4, (4) 5.

____ 2. A child might be expected to dress himself at age (1) 2, (2) 3, (3) 4, (4) 5.

____ 3. Which of the following characteristics distinguish a 4 month old baby (1) he can only distinguish light and dark (2) he loves colorful and moving objects (3) he has not yet discovered his hands.

____ 4. Which of the following is least important when choosing a "sleeper" for a 3 month old infant (1) comfort for baby (2) ease of dressing and undressing (3) decidely masculine or feminine in design (4) room for growth.

____ 5. A five year old (1) likes and needs established routine during the day (2) likes realistic rather than imaginative play (3) still does not cooperate with older children.

____ 6. Of the four ages described in the two movies these two are the times when children are at their best as far as behavior and attitude are concerned (1) 2 and 3 (2) 2 and 5 (3) 3 and 5.

____ 7. A five year old is (1) interested in babies (2) usually not willing to help around the house (3) too young to face reality through parents answering questions too directly.

____ 8. A counting toy is suitable for a (1) 4 year old (2) 6 year old (3) 8 year old.

____ 9. An infant begins solid foods (other than milk) at about (1) 6 months (2) 1 month (3) 3 weeks.

____10. The play which does most to develop a child emotionally and socially is called (1) parallel play (2) imaginative play (3) realistic play.

____11. Hand puppets are valuable to (1) children of all ages in imaginative play (2) children under four (3) children who need an emotional outlet for expressing emotions.

____12. Games which require 2 or more children to play help in (1) physical development (2) physical and social development (3) social and emotional development.

____13. Children's clothes should (1) fit snugly (2) be expandable (3) fit loosely.

____14. It would be better for pre-school children from 1-6 to have --- meals rather than the three we usually have (1) 5 smaller (2) 2 larger (3) 6 or 8 smaller.

____15. It is important that a child's diet each day contain (1) milk and vegetable (2) the basic four in correct amounts (3) protein and vitamins.

____16. Temper tantrums are usually the result of (1) the need for attention (2) the child is probably tired and frustrated and feels the need to assert himself (3) the child is rebelling against his parent.